

**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING COMMITTEE MINUTES**

**DATE:** August 21, 2008

**DRAFT**

**TIME:** 10:00 AM to 1:00 PM

**LOCATION:** DoubleTree Guest Suites  
2085 S. Harbor Blvd  
Anaheim, CA 92802  
Phone: 714-750-3000

**PRESENT:** Elizabeth Dietz, EdD, RN, CS-NP, Chair  
Susanne Phillips, RN, MSN, APRN-BC, FNP

**NOT PRESENT:** Andrea Guillen-Dutton, Public Member

**STAFF PRESENT:** Louise Bailey, MEd, RN, SNEC; Maria Bedroni, EdD, RN, SNEC; Badrieh Caraway, MS, RN, NEC; Katie Daugherty, MN, RN, NEC; Miyo Minato, MN, RN, NEC; Janette Wackerly, RN, MBA, RN; Kay Weinkam, RN, MS, NEC; Louisa Gomez, Licensing; LaFrancine Tate, Board Members; Heidi Goodman, AEO.

**Dr. Elizabeth Dietz, Chair, called the meeting to order at 10:10 AM. Committee members introduced themselves.**

**1.0 APPROVAL OF MAY 8, 2008 MINUTES.**

**ACTION:** Approve the Minutes of May 8, 2008.

**MSC:** Phillips/Dietz

**Public input:** None

**2.0 RATIFY MINOR CURRICULUM REVISIONS**

- 2.1 Western University of Health Sciences, Entry Level Master's Degree Nursing Program
- 2.2 Biola University Baccalaureate Degree Nursing Program
- 2.3 Dominican University of California Baccalaureate Degree Nursing Program
- 2.4 West Coast University Los Angeles Baccalaureate Degree Nursing Program
- 2.5 West Coast University Orange County Baccalaureate Degree Nursing Program
- 2.6 Butte College Associate Degree Nursing Program
- 2.7 Rio Hondo College Associate Degree Nursing Program
- 2.8 San Joaquin Delta College Associate Degree Nursing Program
- 2.9 Unitek College, LVN to RN Associate Degree Nursing Program
- 2.10 Western Career College LVN to RN Associate Degree Nursing Program

Progress report made by NECs on the following programs:

- 2.11 California State University, Dominguez Hills, Entry Level Master's Degree Nursing Program
- 2.12 California State University, Northridge, Accelerated Baccalaureate Degree Nursing Program
- 2.13 University of California, Irvine, Baccalaureate Degree Nursing Program
- 2.14 Citrus College Associate Degree Nursing Program
- 2.15 Mira Costa College LVN to RN Associate Degree Nursing Program

**ACTION: Ratified Minor Curriculum Revisions.**

### **3.0 CONTINUE/NOT CONTINUE APPROVAL OF NURSING PROGRAM**

#### **3.1 Loma Linda University Baccalaureate Degree Nursing Program**

**Marilyn Herrmann, PhD, RN is the Dean, Undergraduate Program since 2006.**

B. Caraway, NEC, presented this report. A continuing approval visit was conducted on April 16 – 17, 2008 at Loma Linda University Baccalaureate Degree Nursing by B. Caraway, NEC, and M. Bedroni, SNEC. The program was found to be in compliance with all the Board rules and regulations. Two recommendations were given: Section 1426(d) Curriculum, and Section 1424(h) Faculty (Development). The program responded to the two recommendations.

During the last five years the program has experienced a number of changes in several areas such as leadership, increased number of faculty and students from 326 in 2003 to 545 in 2007, minor curriculum revisions, and the utilization of Kaplan NCLEX Review Course. The program's NCLEX pass rate from 2003-2007, ranged from a low of 78.57% (2003) to the current high of 100%. Students have the option to sit for NCLEX at the completion of the third year or at the end of the BSN

The program has an extensive library holding and online access from any PC. There is a skill lab with two faculty assigned to assist students and faculty. There are several resources and computers to assist faculty and students. In addition the program has access to the state of the art University Medical Simulation Center (MSC) developed by the school of medicine and utilized by all multidisciplinary team members. A new MSC building is slated for completion in 2009.

The school received a grant from the Foundation to specifically assist students from underrepresented diverse background to complete the nursing program.

**ACTION: Continue Approval of Loma Linda University Baccalaureate Degree Nursing Program.**

**MSC: Phillips/Dietz**

**Public input: None**

#### **3.2 Bakersfield College Associate Degree Nursing Program**

**Cindy Collier, MSN, RN, is the Executive Director Health Services Programs for Kern Community College District (CCD), which includes Bakersfield, Porterville, and Cerro Coso Colleges.**

M. Minato, NEC, presented this report. K. Daugherty and M. Minato, NEC's, conducted a continuing approval visit on April 22 to 24, 2008 at Bakersfield College ADN Program. The program was in compliance with Board rules and regulations. Four recommendations were made in CCR Sections 1424(d) Resources (Porterville College Campus), 1424(e) Director's Release Time, 1426(d) Curriculum, and 1428(a) Student Participation.

The Bakersfield College (BC) has increased enrollment and has added programs since 2003. BC implemented distance education nursing programs at Porterville and Cerro Coso Colleges, adding 50 students per year, and doubled their enrollment at BC, increasing annual admission to 160. Current enrollment of nursing students at the three campuses in Kern CCD is 330 students.

With expansions and many grants supporting different programs throughout the district, there was an organizational change in 2006 to establish a new position in which Cindy Collier was appointed as the Executive Director of Health Services Programs overseeing three campuses that involved a total of eleven allied health programs besides the RN programs (BC – LVN, CNA, EMT-1, EMT-Paramedic, Radiology; Porterville – VN, Psych Tech, EMT; Cerro Coso – VN, CNA, MA).

While acting as the Executive Director of Health Services Programs, Cindy Collier still serves as the ADN Program Director for the entire RN program. There are two Assistant Directors at BC, an Assistant Director at Porterville, and a Coordinator at Cerro Coso, who provide administrative support.

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However, administrative responsibilities of keeping all programs running take many long hours. The size of the nursing program necessitates that there be a RN program director dedicated to the ADN program. College Administration had planned to have two separate administrative positions when organizational structure changed and still intends to do so. Dr. Andrews, the College President, gave a firm commitment to addressing this concern.

Faculty number has increased correspondingly to student enrollments. At the time of the visit there were 17 FT and 25 PT faculty. With their distance education program, some of the faculty members were teaching in two campuses. The program had implemented Faculty Mentoring Program as well as the annual faculty retreat to help with faculty development of large number of new and PT faculty that joined the program. Faculty and CTA handbooks were made available to assist with their teaching.

Grant funds provided for remodeling of their lab spaces for Simulation Lab and equipment for human simulators. They have added a Simulation Coordinator position to coordinate simulation in all three campuses. Additionally a program to help At Risk Students providing tutorial and referral assistance is in place. Other supports to students include extended lab hours and continued 40 hr Lab staff at BC. Resources and student experiences for learning are similar in all three campuses. Administration gave a firm commitment by the college to continue the programs that have been started by grants when the current grants end.

A new curriculum based on the Chancellor's Curriculum Model was implemented in Fall 2007. Students praised the new learning experiences, and faculty group is excited about the integration of simulation into their curriculum.

**ACTION: Continue Approval of Bakersfield College Associate Degree Nursing Program. The program is to submit a progress report due in February 2009 related to hiring of Program Director for Bakersfield College ADN Program.**

**MSC: MSC: Phillips/Dietz**

**Public input: None**

### **3.3 Mount San Jacinto College Associate Degree Nursing Program**

**Joyce Johnson, MSN, RN Associate Dean, Nursing & Allied Health Program since 2007.**

B. Caraway, NEC, presented this report. A continuing approval visit was conducted on May 14 & 15, 2008 at Mt. San Jacinto College, Associate Degree Nursing Program by B. Caraway, NEC,, and M. Bedroni, SNEC. The program was found to be in non-compliance with the Board rules and regulations in the areas of CCR section 1424 (b) (1) Total Program Evaluation Plan; 1424(d) Sufficient resources faculty; 1424(g) Faculty evaluation of all aspect of the program, 1424 (e) Director time to administer the program; 1424(h) Lack of content expert for P/MH, and CCR section 1425.1(a) Implementing curriculum content. Four recommendations were made: Section 1424(h) Faculty Role, Section 1425(a) Faculty Responsibilities, and Sections 1428 (a, & c) Student participation.

During the last five years the program has experienced a number of changes in several areas such as leadership, program expansion, increased number of grant funding, which resulted in increasing the number of students from 48 in 2004 to 68 in 2007 & increased number of part time faculty (16 PT & 7FT), expansion of skills lab, and the major curriculum revision.

The interim Associate Dean of Nursing & Allied Health (Nursing program Director) retired in December 2007. The Dean of Instruction -Career and Technical Education (CTE) assumed the added leadership accountability for the nursing & allied health programs (CNA, VN, ADN, CMA, ADS, EMT, & GER), this added responsibility was only as a short term solution. The vacant Nursing Program Director position resulted in the expressed dissatisfaction & frustration by both faculty and students due to lack of leadership & organization in the current nursing program. The vacant Nursing Program Director position is currently under recruitment.

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The program implemented a new curriculum in Fall 2007. The revision was strongly suggested by the NEC from the last Board visit in 2003. The program currently has been challenged with implementing the new curriculum and phasing out the old curriculum. Faculty were divided in their contribution in the planning, development, and implementation of new curriculum and student expressed anxiety/ concerns related to the implementation of the new curriculum. Strengthening the role of the Content Expert to track content throughout the new curriculum and evaluation would enhance the curriculum.

The program does not have sufficient supplies, equipment, faculty and physical space to meet the student's learning needs. There is a full time skill lab coordinator with two part time faculty assigned to assist students. The student expressed the gap between the lecture and faculty checking skills lab. The program needs to re-evaluating the utilization of the skill lab faculty as students had difficulties with faculty checking skills.

The program's NCLEX pass rate from 2003-2007, ranged from a low of 84.62% (2004) to the current high of 91.8 % in 2007. While developing the new curriculum, efforts were made to implement the "Readiness Assessment Testing" by ATI. This challenge has brought about the development of the A-Star (Accomplishing Success Thru Assessment & Remediation) Program. Currently, NCLEX pass rate exceeds the program benchmark of 80%

Multiple grants are operational within the department. An extensive list has been developed and submitted for the purchase and installation of the needed equipment and supplies in the skills laboratories

**ACTION: Defer Action to Continue Approval of Mount San Jacinto College Associate Degree Nursing Program. Progress report is due in February 2009.**

**MSC: Phillips/Dietz**

**Public input: None**

## **4.0 CONTINUE/NOT CONTINUE APPROVAL OF ADVANCED NURSING PROGRAM**

### **4.1 Loma Linda University Nurse Practitioner Program**

**Elizabeth Bossett, DNS, MS, RN, Program Director. The program was represented by Dr. Marilyn Herrmann.**

M. Bedroni, SNEC, presented this report. LLU offers three active NP options the Adult NP, Family NP and Pediatric NP. The Neonatal NP Option is inactive and was last offered 2006. These options are an integral part of the Masters of Science in Nursing Degree Program. Most of the students are enrolled part time

The units vary from 67-68 quarter units, including 19-20 quarter units in clinical practice depending in the specialty. The first four courses for Adult, Family and Pediatric options include theory and supervised clinical, the final Course is an intensive practicum in which students practice the role of the NP.

The faculty secures clinical placement and clinical preceptors are MDs or NPs. Clinical courses are taught by a team of academic faculty who are NPs with either a Master' or DNS degrees and whom are certified in the appropriate areas

Faculty including the Director of the program constantly consult several sources to maintain a curriculum that is current. The curriculum is based on this Board requirements as well as AACN.

The students have plenty of clinical opportunities. Faculty uses several methods of instruction, such as the simulation lab or OSCE. There are plenty of equipment and computers for students use.

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Faculty are all in current practice. Faculty and students communicate through email, and students utilize a computerized system to keep track of the clinical experiences. They are also required to utilize Blackboard. Two clinical sites were visited.

Two recommendations were given related to maintenance of records and standardized procedures. Faculty responded to the recommendations.

**ACTION: Continue Approval of Loma Linda University Master's Degree Nurse Practitioner Program.**

**MSC: MSC: Phillips/Dietz**

**Public input: None**

## **5.0 ACCEPT/NOT ACCEPT FEASIBILITY STUDY FOR PRELICENSURE NURSING PROGRAM**

### **5.1 Charles Drew University Entry Level Master's Degree Nursing Program**

The program was represented by: Susan Kelly, PhD, President/CEO; Anita Bralock, PhD, RN, Faculty; Ronald Edelstein, EdD, Dean Academic Affairs, Patrick Brady, VP Finance/CFO, and Gail Orum-Alexander, PharmD, Dean of College of Science and Health.

M. Bedroni, SNEC, presented this report. Mervyn M. Dymally School of Nursing at Charles Drew University is located in the Watts-Willowbrook area of south Central Los Angeles in the heart of the largest urban underserved area in the United States. It is one of the most socially and economically disadvantage communities in California. It was incorporated as a nonprofit private secular post graduate medical school on August 3, 1966. The postgraduate Medical School became a university in 1987 and is accredited by the Western Association of Schools and Colleges (WASC) in addition to several other accrediting agencies.

In three decades the university has graduated more than 500 physicians, 25,000 physician assistants and many more certified health professionals. From 1989-2006 the university offered a Master of Science in Nurse Midwifery, approved by this Board. This program graduated 109 midwives. The program was discontinued in 2006 due to low enrollment.

Charles Dew University campus has been enriched through the construction of a modern biomedical research center and a mental health facility. Charles Drew University resources includes the Learning Resource Center (LRC), the Center for Community and Preventive Medicine and the International Health Institute. Charles Drew University also has the structure for the new proposed nursing program such as classrooms, library, computers and secretarial support. A new building is also under construction.

The budget identifies funds earmarked for building construction and those that are unrestricted. In addition the university has allocated \$1.300.000 million in the next fiscal year to purchase additional simulation equipment, with approximately \$650.000 going towards equipment for nursing. The university was awarded a \$9.5 million NIH-NCRR grant to lead a translational research network and ranked in the top 7% for the level of funding.

Charles Drew University has secured a number of slots for clinical placement. Several sites were able to provide a variety of evening, weekend shifts without displacing other students. There are several letters of support from clinical agencies. However, the clinical forms do indicate that several of the proposed clinical agencies are currently utilized by other nursing programs.

The program proposed is an Entry Level Masters Nursing Program for student holding a minimum of a Baccalaureate degree in a field other than nursing. Students will attend classes year-round with two 15 weeks semesters (fall and spring) in addition to the condensed 12 weeks summer semester. The total

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number of units will be 98 pre-requisites and graduate units. There will be 42 units of pre-licensure content (21 units theory/21 clinical).

Students graduating from this program will be able to assume a role of a direct provider of care, clinical nurse leader, nursing administration, or nursing faculty. Graduates will sit for NCLEX at the completion of the Masters.

The total proposed enrollment will be 40 students per cohort, starting with spring 2009. After the initial cohort is admitted in spring 2009 the program will move to a fall admission cycle only. The maximum number of students enrolled in this program at any given time will be 80 students.

Upon approval of the feasibility study Charles Drew University will hire a qualify Director and faculty. Charles Drew University has already received several inquiries for faculty positions.

**ACTION: Accept the feasibility study for Charles Drew University Entry Level Master's Degree Nursing Program.**

**MSC: MSC: Phillips/Dietz**

**Public input: None**

### **4.2 Accept/Not Accept Feasibility Study for Advanced Pro Nursing Institute Associate Degree Nursing Program**

**Jon Murphy, Hooi Yeap, RN, MS, represented the program.**

M. Bedroni, SNEC, presented this report. Advanced Pro Nursing Institute (APNI) is located in Alameda County in the city of Hayward, California. Currently 96 students are enrolled. APNI just had their pinning ceremony for the first class of 24 LVN students. The school also offers a CNA program and a Home Health Aid Program, with plans to start an EMT and Medical Assistant program.

The LVN program was started in July of 2007, and another class began in 2008. APNI is a vocational education institution approved by the Bureau for Private Postsecondary and Vocational Education. This agency is now defunct; however, it is alleged they were told by the Department of Consumers Affairs president of CAPPS that the BRN may consider evaluating this feasibility and accept it pending re-opening of the BPPVE.

The feasibility study is deficient in several areas such as characteristics of the population of Hayward, current and emergent health needs of the area, the need for such a program, there are no clinical area forms. There are no letters of support.

The curriculum is also missing required content, no specific units for theory and clinical and it is unclear as to credit given for previous education. The budget is based on tuition reimbursement, and no other budget description was provided. There is no indication as to resources and expenditures.

APNI plans to offer the proposed program with the first cohort of students next January 2009. They plan to admit 70 students per year. There is no indication as to faculty and other resources.

Last September 3, 2007 a detailed letter was sent to APNI indicating the deficiencies of the feasibility study. APNI resubmitted the corrected version. However, this latest version is very similar to the previous report.

**Mr. Jon Murphy brought additional material to support their feasibility study. This material was not considered for the committee's response. He informed the committee that Advanced Pro Nursing Institute changed its name to Newport International University following a merger. The Newport International University is accredited by HLC, which is similar to WASC, in the Western Region. He discussed reasons why their revised feasibility met all requirements the Board requested.**

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**The committee informed the program that the revised feasibility study remains deficient and does not meet the requirements. Dr. Bedroni suggested that they hire a nursing consultant who is familiar with RN education to prepare the feasibility study and resubmit.**

**ACTION: Not Accept the feasibility study for Advanced Pro Nursing Institute Associate Degree Nursing Program.**

**MSC: MSC: Phillips/Dietz**

**Public input: None**

#### **4.3 Accept/Not Accept the feasibility study for Institute of Medical Education, LVN to RN Associate Degree Nursing Program**

**Paulina Van, RN, consultant; PhD, Mallik Pinnamaneni, Director of IME, were present.**

M. Bedroni, SNEC, presented this report. Institute of Medical Education (IME) is an independent vocational institution of higher education, serving the area of Santa Clara County, dedicated to offering programs for adult learners in the fields of Vocational Nursing, MRI Technology, Phlebotomy, Medical Assistants and Physical Therapy. IME offers associate degrees and certification programs. The focus of all programs is vocational education.

IME has accreditation from the BPPVE, BVNPT, the American Registry of MRI Technologist and the Western Association of Schools and Colleges (WASC). IME has graduated more than 1000 students in 2006 in various areas of study. The student population is diverse, ages 20 35 years with 39% coming from under-represented groups. IME currently has an LVN program (since 2005) the NCLEX-VN pass rate for 2006 was 72%.

IME proposal is for an LVN to RN Associate Degree Nursing Program. IME conducted a survey of current students enrolled in the LVN classes who are interested in becoming an RN. The survey indicated that 60% would apply for enrollment if IME had a program.

Classes for this proposed program will be offered in a two story building (25,000 sq. ft.) located in downtown San Jose, which houses approximately 10 classrooms, faculty offices, reception area, student library and skill lab. IME is willing to expand to another building for the proposed program

IME has allocated \$900,000 to begin the program. Additionally \$500,000 has been set aside for additional needs. IME is trying to secure clinical placements and has requested a membership in CCPS to become part of the nursing community in the Bay area.

There are letters of support attached to the feasibility study. The clinical facilities are still unclear as to where the students will be placed. The agencies are currently utilized by the many other programs in the same area. The projected enrollment will be 20-30 students increasing by 5% per year. IME is planning to graduate 90 students per year.

As submitted the proposed curriculum still does not meet BRN requirements. The latest version of the feasibility study describes courses for degree and advanced placement indicating the total number of units as 63 units. The units remain unclear. There is a statement indicating that 15 units of credit will be given for previous education; however, it is unclear as to how many units of theory and clinical will be given.

The earliest version of the proposed curriculum was for one year or two semesters, each 16 weeks, with apparently 13 units of clinical and 15.5 units of theory. There is a statement that the curriculum framework is Roy's; however, the course descriptions are not based on the Roy's Model. This section of the feasibility study is very confusing as to units, semesters/quarters, courses, content and competencies.

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Clinical placement, curriculum including courses and vocational focus,, recruitment of qualified faculty and the number of projected enrollment remain areas of concern.

**The committee discussed the need for a program to be degree granting and accreditation was needed, since BPPVE is non-operative, before submitting the feasibility study and asked IME to resubmit when their school has received an accreditation from a recognized accrediting organization.**

**ACTION: Not Accept the feasibility study for Institute of Medical Education, LVN to RN Associate Degree Nursing Program.**

**MSC: MSC: Phillips/Dietz**

**Public input: None**

## **6.0 GRANT/NOT GRANT INITIAL APPROVAL OF WEST COAST UNIVERSITY-INLAND EMPIRE BACCALAUREATE DEGREE NURSING PROGRAM**

**Dr. Dianne Moore, the Executive Dean of Nursing for WCU, Wayne Fletcher, Sr. Vice President of WCU, Dr. Jo Anne Grunow is the newly hired Dean of Nursing at WCU-IE.**

M. Minato presented this report. Currently, WCU has two BRN approved BSN programs, one at its Los Angeles campus and the other in Orange County. Both of these programs maintain a heavily subscribed LVN to ASN track of the BSN program.

On June 16, 2008, the BRN accepted a Feasibility Study for a proposed BSN program at WCU-IE. On July 17, 2008, Carol Mackay, NEC, and Miyo Minato, NEC, conducted an initial approval visit for the BSN program at WCU-IE. The proposed program is in compliance with the Board's rules and regulations. Two recommendations were made related to resources and curriculum.

WCU-IE nursing department will have the same curriculum, policies and procedures, evaluation plan etc. as the other WCU campuses. And, like the other campuses WCU-IE will have a separate administrative team, program director, and nursing faculty.

If approved, WCU-IE intends to admit ASN students to the first nursing course in November 2009 (pre-requisites in November 2008). The first BSN student cohort will begin nursing courses in November 2010 (pre-requisites in September 2009). WCU-IE admission plan is to admit 44 ASN students every 10 weeks, and BSN students every 20 weeks.

WCU-IE has hired a dean/director for the nursing program. Pending BRN approval, interviews for the associate dean/ assistant director will be conducted. Nursing faculty will be hired as the program grows. WCU faculty compensation is competitive with the clinical setting, and a comprehensive recruitment plan is in place.

WCU's BSN curriculum reflects AACN's Essentials of Baccalaureate Nursing Education document. The pre-licensure component of the proposed BSN program consists of 46 semester units in the art and science of nursing (28 theory and 18 clinical), 9 units in communication, and 27 units in science for a total of 82 units required for licensure. An additional 43 units are required for the BSN degree, for a total degree requirement of 125 semester units.

Initially, WCU-IE will share a 70,000 square foot two-story building located in Ontario, California near the I-10 and Haven interchange with American Career College (ACC). Space dedicated solely to WCU includes: 5 state-of-the-art classrooms, two science labs, and a skills lab with six beds, 21 faculty pods/cubicles and nursing administration offices. The student common areas and library are shared with ACC. A full complement of student services, such as admissions, financial aid, and computer lab, is available at WCU-IE. The nursing program computer software programs and library holdings are networked to meet the learning needs of nursing students on all WCU campuses. WCU anticipates building a twin building to the existing structure in 2011 for WCU use only.



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WCU-IE will participate in computerized clinical placement system in the area once it receives Board approval. WCU has numerous clinical contracts in place in the Inland Empire already. Based on current utilization of clinical placements, WCU was able to demonstrate availability of clinical placements for the additional WCU students without displacing other nursing programs.

Budget projections were prepared based on full enrollment in the BSN program and the LVN to ADN track. Funds are sufficient to support the new program.

**ACTION: Grant Initial Approval for West Coast University-Inland Empire Campus Baccalaureate Degree Nursing Program. Program is to submit completed course syllabi, and NEC to make clinical site visits prior to the program implementation. Interim site visit by a NEC to the program one year following the start of first cohort and prior to their graduation.**

**MSC: MSC: Phillips/Dietz**

**Public input: None**

### **7.0 APPROVE/NOT APPROVE PROPOSED AMENDMENTS AND ADDITIONS TO REGULATIONS, TITLE 16, DIVISION 14, ARTICLE 3, SCHOOLS OF NURSING**

M. Minato, NEC, presented this report. The drafted proposed amendments and new regulations to Title 16, Division 14, Article 3, Schools of Nursing involved significant changes to the Education Regulations involved sections 1421, 1422, and 1423, related to initial prelicensure registered nursing program application and approval requirements. These changes were presented at the last ELC meeting and approved at the April 18<sup>th</sup> Board meeting with the understanding that non-substantive changes may be made without being brought back for Board approval.

On May 13 and May 15, 2008, the Board held public forums in Sacramento and in Los Angeles, respectively, to receive public comments from interested parties on the proposed regulations. The Board received comments from representatives of nursing programs, schools planning to open new nursing programs, hospitals, and nursing organizations at the forum, and numerous emails were sent by program directors of currently approved nursing programs. There were a large number of public comments related to concerns with limited clinical placements for nursing students, including placements for students of new programs, and the impact these additional students would have on the current placement of students from existing nursing programs. A second area of concern that received large number of feedback came from nursing program directors on preceptorship faculty to student ratio. The comment was that the faculty to student ratio of 1:12 was too restrictive. The draft of regulations was revised and reflects the public comments received by this Board.

Revisions have been made to section 1421 and attachments since their approval in April 2008. Two areas of substantive changes were made. The recognized accrediting body was changed from the US Dept. of Education to the Council for Higher Education Accreditation (CHEA) for granting associate, baccalaureate, or higher degree. Second the changes to the definitions 1420(i) Education program and 1420(p), Prelicensure registered nursing program, require that a prelicensure registered nursing program must be at least a minimum of two years and offer a curriculum, equivalent to or that conforms to section 1426. Section 1421 and related documents were presented for the committee's approval. Changes are as follows:

- Previously approved revised sections 1421, 1422, and 1423, related to the New Program Approval and Requirements. These changes included:
  - Submission of feasibility study demonstrating need for new program and program's ability to sustain a program;
  - Appointment of Director following acceptance of feasibility study;
  - Submission of self study demonstrating ability to comply with all applicable law and regulations;
  - RN program must be a minimum of two-academic year;
  - Transferability of units for courses taken at the school.

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- Section 1420, Definitions, was revised to more clearly define roles and responsibilities of the director, assistant director, and content expert. New terms were added, and terms were updated to reflect current nursing education and practice.
- Changed “accredit” to “approve” throughout these sections.
- New Sections Added:
  - NCLEX Pass Rate Standard: establish and define minimum acceptable first time pass rate at 75%. NECs have been monitoring NCLEX pass rates for programs that had rates of less than 70%. The national and California’s pass rates have averaged in the mid 80%. A review of other state board’s standard showed that those boards with standards had set the rate in the 80% or standard set to the national mean.
  - Advanced Placement for Previous Health Care Education or Experience: Puts existing policy into regulations. This section is being added to clarify expectations that programs offer options and to have methods of evaluating prior health care related education and experience.
  - Preceptorship: This section clarifies the requirements for preceptorial learning experiences and puts existing policy into regulations.

**Action: Approve proposed amendments and additions to Regulations, Title 16, Division 14, Article 3, Schools of Nursing.**

**MSC: MSC: Phillips/Dietz**

**Public input: Genevieve Clavreul of NRNPA/Solutions Outside the Box commented on the changes to NCLEX-RN standard in relation to the total number of RNs receiving licensure and the number of RNs leaving CA. No information was available.**

**Sandy Baker, Riverside Community College, commented on relation to section 1427(d). Her school has experienced being displaced from clinical areas from new programs. She asked whether more definitive action can be taken by the Board for established schools to not be displaced to new RN programs. She asked that this section be reviewed with the concern that she and other schools in the community share the concern of losing clinical sites that they have had long-term relationships.**

**Mikhail Shynevder, Western Career College, asked about the change to section 1420(k), recognition of accreditation by US Dept. of Education to CHEA. His concern related to whether this change might be considering accreditation recognitions too broadly because of the range of accrediting bodies CHEA recognized.**

## **8.0 INFORMATION ONLY**

### **8.1 Information Only: Volunteer Site Visitor Program for Continuing Approval Visits**

M. Minato, NEC, presented this report. The Orientation Session for the Volunteer Site Visitor Program (VSVP) is scheduled for Wednesday, October 8, 2008 from 1:00 – 3:00 PM in San Francisco. This session will follow the BRN’s Nursing Program Director’s Orientation.

ANAC, CACN and COADN have noticed their membership asking nursing program directors interested in attending the VSV orientation to contact the BRN. To date, 16 directors have indicated interest in participating.

Information to be included in the VSV Orientation:

Guidelines for Volunteer Site Visitors

Guidelines for Continuing Approval Visits (8 year)

Power Point Presentation

List of Participants

Approval Visit Calendar

BRN Director’s Handbook/Disc

Travel Expense Forms

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The pilot phase will occur in Fall 2008 following the Orientation Session. Two VSVs will participate in 2 regularly scheduled full continuing approval visits. Following evaluation of this process, full VSV Program implementation will occur in Spring 2009.

### 8.2 Information Only: NCLEX Pass Rate Update

K. Daugherty, NEC, presented this report. The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

#### NCLEX RESULTS – FIRST TIME CANDIDATES

July 1, 2007-June 30, 2008

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California	9,151	85.93
United States and Territories	123,133	85.51

#### CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES

By Quarters and Year July 1, 2007 – June 30, 2008

07/01/07- 09/30/07*		10/01/07- 12/31/07*		01/01/08- 03/31/08*		04/01/08- 06/30/08*		07/01/07- 06/30/08	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
3,588	84.06	682	75.37	3,031	89.21	1,850	88.05	9,151	85.93

\*Includes (13), (9), (4) & (7) "re-entry" candidates

4/1/07 Passing standard increased to -0.21 logits & revised NCLEX-RN Test Plan implemented.

The Nursing Education Consultants monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year, if there is substandard performance (below 70% pass rate for first time candidates), the NEC requests that the program director submit a report outlining the program's action plan to address this substandard performance. Should this substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

### 9.0 OPEN FORUM – None

Meeting adjourned at 12:16 PM.

Submitted by:

Approved by:

Miyo Minato, MN, RN  
Nursing Education Consultant

Elizabeth Dietz, EdD, RN, CS-NP  
Chairperson

**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING COMMITTEE MINUTES**

**DATE:** May 8, 2008

**TIME:** 10:00 AM to 1:00 PM

**LOCATION:** Four Points by Sheraton  
4900 Duckhorn Drive  
Sacramento, CA 95834  
Phone: 916-263-9000

**PRESENT:** Susanne Phillips, RN, MSN, APRN-BC, FNP  
Carmen Morales-Board, MSN, RN, NP  
Andrea Guillen-Dutton, Public Member

**NOT PRESENT:** Elizabeth Dietz, EdD, RN, CS-NP, Chair

**STAFF PRESENT:** Ruth Ann Terry, EO; Louise Bailey, MEd, RN, SNEC; Badrieh Caraway, MS, RN, NEC; Katie Daugherty, MN, RN, NEC; Miyo Minato, MN, RN, NEC; Janette Wackerly, RN, MBA, Louisa Gomez, DeAnn Corrado, Anneli Wong, Licensing; Grace Coarse, LaFrancine Tate, Board Members; Heidi Goodman, AEO.

**Susanne Phillips called the meeting to order at 10:02 AM. Committee members introduced themselves.**

**Meeting was started with a call for Open Forum. No items offered.**

**1.0 APPROVAL OF MARCH 20, 2008 MINUTES.**

**ACTION:** Approve the Minutes of January 17, 2008.

**MSC:** Morales-Board /Phillips. Guillen-Dutton abstained.

**Public input:** None

**2.0 RATIFY MINOR CURRICULUM REVISIONS**

- 2.1 California State University, Sacramento, Baccalaureate Degree Nursing Program
- 2.2 San Francisco State University, Baccalaureate and Entry Level Master's Degree Nursing Programs
- 2.3 University of San Francisco, Entry Level Master's Degree Nursing Program (CNL Track)
- 2.4 College of San Mateo Associate Degree Nursing Program
- 2.5 Maric College Associate Degree Nursing Program
- 2.6 Palomar College Associate Degree Nursing Program

**ACTION:** Ratified Minor Curriculum Revisions.

**MSC:** Morales-Board/Guillen-Dutton

**Public input:** None

**3.0 CONTINUE/NOT CONTINUE APPROVAL OF NURSING PROGRAM**

**3.1 Cuesta College Associate Degree Nursing Program**

**Linda Harris, MSN, RN, is the Interim Director of Nursing . Program represented by Marcia Scott, Asst. Director.**

M. Minato presented this report. M. Minato, NEC, conducted a continuing approval visit on March 11 and 12, 2008 at Cuesta College ADN Program. The program was in compliance with Board rules and regulations. One recommendation was made in CCR Section 1424(d) Resources.

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The Cuesta College received four generous grants since the last continuing approval visit in 2003: Chancellor's Enrollment Growth; Chancellor's grants for Faculty Recruitment; WIA Enrollment Growth; and Well Point WIA grant for retention. With these grants, the program admitted 56 students annually starting in 2005. Additionally, about the same time, the department has added other health care programs and the Program Director covers five other allied health programs in addition to the RN Program (LVN, EMS, CNA, Medical Assistant, and Psych-Technician). To provide additional administrative support, Department Chair position was added with 40% faculty release time. The Assistant Director position, also, has 20% release time. Currently, the Asst. Director, also, serves as Department Chair.

The Cuesta College faculty works closely with the community and has a core part-time to develop and implement their Caring curriculum. Although the program has increased full time faculty, their part-time numbers has increased to support the additional enrollment (7FT; 12PT). Another successful addition to their program is the "Clinical Assistant" program, in which the hospital provides a staff RN to act as teaching assistant to the faculty in the clinical area, providing additional supervision and learning opportunities for students. This position serves to recruit RNs for clinical teaching faculty, and students spoke highly of their CTA's (9).

The cornerstone of Cuesta's nursing program is the Caring Curriculum that emphasizes self-care, advocacy and collegiality throughout the curriculum. Students spoke of their faculty as being nurturing, supportive, and listening to them. They described faculty going out of their way and was there to help their learning. Students acknowledged difficult and hard work, tight schedules as learning to manage time for their RN role.

One of the grants awarded to Cuesta College was a grant to implement a comprehensive retention program that includes Retention Specialist position that provides guidance and support for remedial and tutorial needs of students. Their data show that their retention for this year is at about 8% compared to attrition in the 30% rate previously. Cuesta College received three other grants to strengthen and expand their nursing program. With these programs funded by grants, concerns arise as to the sustainability of these programs. A recommendation was made related to evaluating and considering sustaining budget for their successful Retention Specialist program that lowered their attrition rate so significantly. Cuesta College has maintained consistently high NCLEX pass rate at 96 – 97%.

**ACTION: Continue Approval of Cuesta College Associate Degree Nursing Program.**

**MSC: Guillen-Dutton/ Morales-Board**

**Public input: None**

### **Agenda Item Reordered .**

#### **4.0 APPROVE/NOT APPROVE MAJOR CURRICULUM REVISION**

##### **4.1 Los Angeles Trade Technical College Associate Degree Nursing Program**

**Rita Weingourt, PhD, RN, is the Program Director; Carolyn Washington and Christine Chandler, faculty members at LATT were in attendance.**

M. Minato presented this report. On April 25, 2007, the program resubmitted a major curriculum proposal responding to the non-compliance findings related to CCR Section 1426(b) at the October 2007 Board's continuing approval visit. This curriculum proposal is based on the Curriculum Model adopted by the LA Community College District nursing programs. LA Valley College has already implemented this curriculum. The faculty at LATT used the curriculum model as their basis and adopted it to fit their philosophy and their conceptual framework.

The program revised the philosophy, conceptual framework, and program terminal objectives (attached) to reflect the new curriculum. Their conceptual framework incorporates the National League of Nursing's Roles of Practice for AD Nursing, which provides the basis for curricular development from simple to complex concepts. The NLN Roles (Professional Behaviors; Communication; Assessment;

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Clinical Decision Making; Caring Interventions; Teaching and Learning; Collaboration; and Managing Care), Maslow's Needs, and Nursing Process are the major concepts in the curriculum. Communication, Ethics, Culture, Leadership, and Technology are strands that are threaded through all courses. The syllabi show an Integration of case studies and simulation activities into the new curriculum.

Major changes are:

- 16 week Fundamentals course will be two separate 8-week courses: Introduction and Fundamentals.
- Pharmacology is strengthened, offered in 16 weeks, and added clinical component, emphasizing safe medication administration.
- Medical-Surgical courses are offered in each course starting in the second semester and a final preceptored course in the last five weeks of the program.
- Psych-Mental Health is brought to the second semester and presented with Geriatrics/Community based nursing as two eight-week courses.
- Maternal Nursing is in the third semester.
- Pediatric Nursing is offered in the last semester along with Advanced M-S course.

The new curriculum requires 65/66 units, an increase of two units, for Content Required for Licensure. Nursing units are 38 units (20 unit Theory, increase of 2 units; 18 unit Clinical). Communications (6 units) and Sciences (21/22 units) remain unchanged. Total units required for Graduation is 73/74 units.

**ACTION: Approve Major Curriculum revision for Los Angeles Trade Technical College Associate Degree Nursing Program.**

**MSC: Phillips/ Morales-Board/Dutton**

**Public input: None**

**Back on agenda order.**

### **3.0 CONTINUE/NOT CONTINUE APPROVAL OF NURSING PROGRAM**

#### **3.2 Los Angeles Trade Tech College Associate Degree Nursing Program**

**Rita Weingourt, PhD, RN, is the Program Director**

M. Minato presented this report. On May 16, 2007 Miyo Minato, NEC made an interim site visit to LA Trade Tech College (LATT) ADN Program. Pursuant to findings from this visit, a continuing approval visit was scheduled for Fall 2007. On October 17 and 18, 2007, a program visit was made. The program was found in non-compliance with Section 1424(b)(1) Evaluation Plan and Section 1426(b) Curriculum. One recommendation was made: Section 1424(d) Resources.

The program submitted a final progress report along with a major curriculum revision proposal to address non-compliances identified at the October visit. The report indicated that a four-member Program Evaluation Committee was formed in November 2007. An addendum to the report was submitted on April 25, 2008, that showed data from implementation of the evaluation plan. Attached is the Evaluation Committee's analysis of some of the data. Addendum report showed a data collection tool that is to track the progress of each student for attrition and NCLEX pass rates. This tool has been in effect since February 2008. This committee has plans to revise their program evaluation tool. December 2008 is the target date to prepare the new tool. The committee is researching the pros and cons of online surveys. Money from the State Chancellor's Grant is allocated for 0.2-position to chair this committee to supervise data collection and analysis activities. An addendum to the final progress report received on April 25 showed that they are implementing the evaluation plan and are planning to add additional review of their program.

Program Director continues to work closely with Dean Barajas with decisions related to program needs. Additionally the program has added six new faculty members. LATT has implemented changes to their

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admission, passing standards, and comprehensive standardized testing to help identify high-risk students, develop remediation plan, and to improve the NCLEX pass rates.

The final progress report and attachments definitely show progress. The LATT faculty worked to complete a major revision to meet Fall 2008 implementation date. NEC met several times with LATT faculty to assist with the curriculum change. The latest packet shows improvement and is in compliance with the Board's requirements. The major curriculum proposal is described in Agenda Item 4.1.

**Phillips reminded LATT faculty that Program must continue to monitor the program and implement their Program Evaluation Plan.**

**ACTION: Continue Approval of Los Angeles Trade Technical College Associate Degree Nursing Program.**

**MSC: Guillen-Dutton/ Morales-Board**

**Public input: None**

### **3.3 Los Angeles Valley College Associate Degree Nursing Program**

**Mary Cox is the Program Director, since 11/02/ 2004**

B. Caraway presented this report. B. Caraway and M. Bedroni made a continuing approval visit on March 17 –18, 2008 at LA Valley College ADN Program. The program was found to be in compliance with all the Board's rules and regulations. Three areas of recommendations were given: Section 1426(d) Curriculum, Section 1428(a) Student Participation, and Section 1424(i) Use of Non- Faculty (preceptors)

The program underwent several changes such as the course of instruction, faculty involvement, program evaluation, student selection process, student orientation, ongoing student assessment, and effective remediation process. The faculty also maximized their involvement in campus governance and within the department to impact the decision making which effect students learning.

The new nursing curriculum has to be given concurrently in two tracks (Track I and Track II) for three semesters. The new Curriculum is much improved; syllabi contains course and unit competencies that clearly relate to course content both in theory and clinical. Course unit competencies and clinical and didactic learning activities were designed to address the eight core competencies. Achievement of these competencies is measured by the student's satisfactory clinical performance, achievement of a course grade of 75% or higher on standardized ATI testing.

Students' response to the ATI testing was negative, stating that the test content was not covered in the courses taught by faculty. Recommendation was made if faculty continues to utilize ATI testing, then these courses that require ATI testing need to be reviewed to include ATI content, as students have to be tested on subjects previously, or concurrently taught

The program has a preceptor experience in their fourth semester. At the time of the visit, records of preceptors were incomplete and there was no systemic method used to maintain preceptor records. The program need to review the system to maintain accurate records of preceptors. Students ' responses to the preceptor was positive, stating that it help them to be prepared to assume the RN responsibilities.

The program reported student participation at various committees. However the committee minutes showed sporadic student attendance. Student representatives, when questioned, stated many did not attend the program committee meetings. Because they did not think their voice were heard. The program received the recommendation to develop strategies to increase student participation at the previous visit.

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The program identified high attrition rates and identified three notable causes were attributed to the lack of admission criteria, the use of a wait list selection system, and changing to the college-compressed schedule. Effective Spring 2006, the Chancellor's Office Validation Study was instituted as the admission criteria for the nursing program. Additional interventions have been utilized such as the test of Essential Academic Skills (TEAS), Assessment technologies Institute (ATI), and remediation plans.

The program's NCLEX pass rate from 2003-2007, ranged from a low of 72% (2006) to the current high of 85%. While developing the new curriculum, efforts were made to include content of the NCLEX blueprint in each course.

Multiple grants are operational within the department. A new Health Science building is slated for completion in June 2008. An extensive equipment list has been submitted and laboratories.

**ACTION: Continue Approval of Los Angeles Valley College Associate Degree Nursing Program.**

**MSC: Morales-Board/Guillen-Dutton**

**Public input: None**

### 3.4 Napa Valley College Associate Degree Nursing Program

**Margaret M. Craig MSN, RN Associate Dean; Amy LaPan, Dean at Napa Valley College**

J. Wackerly presented this report. An approval visit was conducted on March 3, 4, 5, 2008 by J. Wackerly and K. Daugherty, NECs. The program was found to be in compliance with the Board's rules and regulations. The following recommendations were given: 1424 (f) release time for assistant director; 1424 (b) challenge policy student handbook; 1424 (b) (1) evaluation; pattern-trends, analysis, outcomes; 1424 (d) sufficient administrative resources; 1424 (h) update faculty approval Peds; 1426 (b) NPA scope of practice including standards of competent performance and standardized procedures; 1426 (d) faculty implement NPA professional nursing practices management and leadership first and second year; 1429 (c) 1443.5 standards of competent performance; 2786.6(a) specific policy and procedure for challenging nursing courses.

Fall 2006 Napa Valley College in partnership with Solano Community College nursing programs received a major five-year grant to establish the Center for Nursing Expansion and Innovation (CNEI). The five-year grant funds were awarded by the Chancellor's Office of the Community College system and Workforce Investment Act Funds, as well as Economic Development Funds. Other significant contributors to the nursing program are Napa Valley College Foundation, Napa Valley Vintner's Association, Well Point Nursing Endowment, and matching funds from partner hospitals: Dept Veteran Affairs Yountville, John Muir, Mt Diablo Health Systems, Vallejo and Walnut Creek Kaiser Permanente, North Bay Healthcare, Queen of the Valley hospital, St Helena Hospital, and Sutter-Solano Medical Center.

The major program events, changes, and improvements include the above expanded partnerships, the summer of 2005 renovation of the Health Occupation Division office and classroom space, demanding reporting requirements of the Workforce Investment Board (WIB) and the Chancellors office. The WIB has 14 objectives of the grant including development of new programs that are not part of the regular ADN Program. For example the most demanding objective requires the nursing program faculty to offer NCLEX preparation to at least 30 NCLEX eligible candidates a year. Most of the candidates recruited for this NCLEX project are internationally educated and have major ESL challenges. The WIB Grant includes a counselor to help students succeed. The major benefit of the Grant has been the Wine Country Regional Simulation Center described above. Another grant allowed the program to update the campus basic skills lab and to develop a computer lab; and this grant gave the nursing program additional resources to accept an additional cohort of students. The nursing program is moving to implement the new Chancellors Office Directives to require applicants to be better prepared to succeed when entering an Associate Degree Nursing Program.

**ACTION: Continue Approval of Napa Valley College Associate Degree Nursing Program.**



### **3.5 West Hills College, Lemoore, Associate Degree Nursing Program**

**Nancy Hoff, M.S.N., RN, has served as the program's consultant and interim Director. Charles Freeman has been BRN-approved and appointed Director effective April 7, 2008; Dr. Carole Goldsmith, Workforce Development.**

K. Weinkam presented report. The Board accepted the feasibility study for an ADN program from West Hills College Lemoore (WHCL) on September 15, 2006. The ELC voted to grant initial approval at its January 17, 2008, meeting after a discussion regarding what needed to be in place prior to the admission of students. The program was sent a letter on January 23, 2008, outlining the specific regulations involved and specifying the timeframe during which they were to be addressed. The program appeared at the Board meeting February 22 to give a status report. The program was granted initial approval by the Board at this meeting. Included was the provision that the program develop a timeline for securing clinical facilities and for the hiring of a director, assistant director, and faculty prior to admission of students.

The program updated the Committee today with its faculty/clinical placement plans, including the faculty's full or part-time status.

- To date, the program has submitted approval forms for a director and faculty. Mr. Freeman has been approved as the director.
- Medical/surgical nursing with geriatrics as integrated content and maternity nursing are taught during the first year of the program. The faculty is comprised of two faculty who qualify as Instructors (both in med/surg, one also in geriatrics), six who qualify as Assistant Instructors (none in geriatrics), and five as Clinical Teaching Assistants (only one in geriatrics). There is no Instructor for obstetrics. As Pediatrics in the 2<sup>nd</sup> year, there is time to recruit qualified Peds faculty.

The program has submitted a brochure that reflects that the Learning Labs are optional, that the total nursing program units are 77.5-79.5, and clearly that the total degree units are 80.5-85.5.

Suggestions have been provided to the program to assist in language that will address all component of CCR 1427 related to clinical agreements. Clinical contracts are signed.

If students are admitted to the fall semester 2008, the NEC will conduct interim site visits in spring 2009 and 2010 prior to the first cohort of students completing the second and fourth semesters of the program.

**ACTION: Continue Approval of West Hills College, Lemoore, Associate Degree Nursing Program. NEC to make interim visit in spring 2009 and 2010 prior to students completing second and fourth semesters of the program.**

**MSC: Morales-Board/Guillen-Dutton**

**Public input: None**

### **4.0 APPROVE/NOT APPROVE MAJOR CURRICULUM REVISION**

#### **4.2 San Joaquin Valley College LVN to RN Associate Degree Nursing Program**

**Janine A. Spencer, Ed.D., is the Director of the Nursing Program and Mary Ann Duncan, M.S.N., who was the Interim Director, is now the program's Assistant Director.**

K. Weinkam presented this report. The Board granted initial approval to San Joaquin Valley College's (SJVC) LVN to RN program at its December 2, 2005, meeting. The program returned to the Board in November 2007 due to the various concerns expressed by students and the length of time that there was no Assistant Director. The Board's action was to grant Continuing Approval in response to the significant efforts made by the program to resolve these issues and the appointment of Dr. Spencer as Assistant Director. Dr. Spencer has now been appointed Director of the program.

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The first cohort of students (24) completed the program in October 2007. Their NCLEX pass rate as of 12/31/07 is 86%. The second cohort of students (11) who started the nursing courses in September 2007 will complete the program in August 2008. There are 14 students now enrolled in the third cohort.

SJVC is now requesting approval to offer a two-year associate degree nursing program. This is a response to one employment survey in 2007 that revealed a need for 684 more registered nurses in this geographic area. Another survey indicated that over 1,200 qualified applicants were not able to enroll in existing programs.

If approved, 24 generic students who have completed the prerequisite courses would be enrolled in the first term nursing courses September 9, 2008, and would be expected to complete the program May 9, 2010. The fourth cohort of LVN to RN students (12-15) would also start their program in September with an expected completion date of July 7, 2009.

The program has adapted and adopted components of the California Community College Chancellor's Office ADN Curriculum Model, including courses, while retaining some components of the original LVN to RN program. The prelicensure generic nursing program will consist of 54 semester units in Nursing (30 theory, 24 clinical), 6 units of communication, and 22 units of science for a total of 82 units. The two degree courses of Philosophy (Ethics) and Computer Concepts remain, for a total degree program of 88 semester units.

The program is using a fifteen-week semester, but the class hours are offered over a twenty-week term. The nursing program currently consists of two terms of the communication and science courses and two terms of nursing courses for a total of four such twenty-week terms for the LVN students. In the proposed generic curriculum, students will complete the science and communication courses and then enroll in four terms of nursing courses.

The program plans to continue to provide clinical experiences over the weekend, but is adding some facilities that are only open Monday through Friday. The Family HealthCare Network has been added as a clinical site because it has general practice, women's health, and pediatric clinics at a variety of locations in the central valley.

The program continues its faculty recruitment, and has at least three more potential faculty, all with master's in nursing degrees. The budget will provide for two full-time instructors in medical/surgical nursing with two part-time clinical teaching assistants in medical/surgical nursing and geriatrics; in maternal-child nursing: one part-time instructor, one part-time assistant instructor, and two part-time clinical teaching assistants will provide instruction.

The program has evaluated the impact such an expansion would have at the Visalia campus, and continues to plan the skills lab schedule, the classroom space, and the educational support resources such as the computer lab and library.

**ACTION: Approve Major Curriculum revision for San Joaquin Valley College LVN-RN Associate Degree Nursing Program to start generic Associate Degree Nursing Program.**

**MSC: Phillips/ Morales-Board/Dutton**

**Public input: None**

### **5.0 GRANT/NOT GRANT INITIAL APPROVAL OF INTERAMERICAN COLLEGE ENTRY LEVEL MASTER'S DEGREE NURSING PROGRAM**

**Dr. Elizabeth Hamel is Interim Program Director; Dr. Mila, Assistant Director, and Dr. Raymundo Marin, President of IAC were in attendance.**

M. Minato presented this report. On February 16, 2007, the BRN accepted a Feasibility Study from InterAmerican College for an Entry Level Master's Nursing Program. The original self-study was submitted in November 2007. Revisions were subsequently submitted in February and April 2008.

C. Mackay, NEC, and M. Minato, NEC, conducted an initial approval visit for the ELM program at IAC on February 15, 2008. The proposed program has one area of noncompliance related to clinical facilities, and two recommendations related to organizational chart and curriculum.

The pre-licensure component of the proposed program runs for three 16-week academic semesters. Concurrent theory and clinical nursing courses are presented in 8 weeks blocks. The pre-licensure curriculum consists of 36 semester units in the art and science of nursing (18 theory and 18 clinical), 6 semester units of communication, and 18 semester units of sciences for a total of 60 semester units required for licensure. After successful completion of these units, a student is eligible to take NCLEX-RN. It will take another 2 years for a full time student to complete the remaining MSN/ NP courses.

Pending approval, the proposed program is positioned to admit 20 students in June 2008. The student population will consist of international educated physicians and others who already have a non-nursing baccalaureate degree. IAC plans to admit 20 students annually.

Four full-time faculty positions have been approved by IAC to support the ELM program: director, assistant director, skills lab coordinator (in year 2 of the program), and one full time faculty member. Part time (PT) faculty will play a critical role in the program. IAC intends to recruit a stable core of PT faculty who will return to teach their specialty for 8 weeks every year. These PT master's prepared faculty will be course lead instructor, lecturer, and clinical faculty. This individual will also function as content expert in that area for the program. PT faculty will also be paid to participate in committee meetings.

With respect to student services, the director and faculty plan to do student advising and assist with review of transfer courses. The admissions office, financial aid, library and computer lab are already in place. Computer software programs and library holdings to meet the needs of the ELM students have an annual budget line.

IAC is located in National City in South San Diego County off the 5 Freeway. IAC has sufficient space to support the program. There is room for faculty offices, and 2 dedicated nursing classrooms are equipped with the latest technology. One of the classrooms will be converted into a simulation lab in year 2 of the program. IAC has consulted with Laerdal for its services. IAC has contracted with Job Corps for an off-site skills lab for the first two years of the program. Some of the equipment and supplies have been donated. In addition, IAC has a yearly budget line for disposable supplies and equipment, and students will purchase individual skills lab kits.

The Wellness Foundation provided funding for ELM program planning. This Foundation has also awarded \$200,000 for program implementation. These funds will be used to build the onsite simulation lab. Student tuition is the major source of ongoing funding for the program: \$750 per unit equaling \$18,000 annually. The budget projections for 3 years out based on full student capacity shows a building of reserve funds.

IAC plans to use Sharp Chula Vista as its primary clinical placement for students (medical/surgical nursing and geriatrics). Psychiatric clinical experiences will be at Sharp Mesa Vista, and pediatric nursing at Children's Hospital San Diego. The required BRN Health Facility Verification Form for Sharp Chula Vista has been completed with separate sheet outlining other programs using the facility. Program will primarily use the weekend slots where no other programs are using the facility at that time. Sharp Mesa Vista will be used for Psy-MH; and Peds experiences is planned at Sharp Chula Vista, La Maestra Family Clinic, and San Ysidro Health Center. No written clinical agreements/contracts have been established at this time.

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Following BRN approval, the off-site skills lab should also be re-visited prior to program implementation. Site visits related to new programs should be scheduled.

**ACTION: Grant Initial Approval for InterAmerican College Entry Level Master's Degree Nursing Program. NEC to make a final visit to off-site skills lab prior to program implementation. Interim site visit by NEC to the program one year following the start of first cohort and prior to their graduation.**

**MSC: Morales-Board/Guillen-Dutton**

**Public input: None**

**6.0 APPROVE/NOT APPROVE PROPOSED AMENDMENTS TO AND NEW REGULATIONS, Title 16, C.C.R., Division 14, Article 3, §§ 1420 et seq. Schools of Nursing**

This agenda item was taken off the agenda.

**7.0 APPROVE/NOT APPROVE CALIFORNIA RN PROGRAM IN PARTNERSHIP WITH OUT OF STATE ONLINE PROGRAM: SAN DIEGO STATE UNIVERSITY BACCALAUREATE DEGREE NURSING PROGRAM IN PARTNERSHIP WITH UNIVERSITY OF OKLAHOMA HEALTH SCIENCE CENTER, ONLINE ACCELERATED BACCALAUREATE DEGREE NURSING PROGRAM**

**Dr. Catherine Todero is nursing program director at San Diego State University (SDSU). Dr. Rhoberta Haley, Clinical Placement Coordinator, SDSU, represented the program. Dr. Cynthia Russel, VP of Nursing Operations, UOHSC and Orbis Education represented the program.**

M. Minato presented this report. An amended Memorandum of Understanding (MOU) between the BRN approved San Diego State University (SDSU) Baccalaureate Nursing Program in partnership with the University of Oklahoma (OU) Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program is being presented for approval. The initial MOU between the two institutions describes the responsibilities of both parties and was approved by the Board on June 8, 2007. The MOU between the two institutions describes the responsibilities of both parties. Specifically, this MOU stated that SDSU would offer OU's Community Health clinical nursing course to OU's nursing students on a contract education basis. It, also, indicated that Sharp HealthCare will host the clinical experiences, whenever possible. In addition, Sharp HealthCare will provide office space, and access to a Clinical Simulation Center.

Currently, an amended MOU between the two institutions is being submitted to the Board. The purpose of this amended MOU is to expand both the OU clinical courses that may be accessed through SDSU, and to add clinical placements. In the amended MOU, SDSU will offer all four of OU's clinical nursing courses. These clinical courses will take place at Glendale Adventist Medical Center, in Glendale California, whenever possible.

At its April 18, 2008 Board meeting, the BRN deferred approval of the expanded partnership between San Diego State University and the University of Oklahoma (Glendale Site), because of lack of evidence of an acute care pediatric clinical placement. Program representatives asked to be placed on the May 8, 2008 ELC agenda with the intent of submitting a contract for the pediatric clinical placement and the Required BRN Clinical Facility Verification Form prior to the meeting. The program is working to secure the necessary pediatric acute care experiences within the Glendale area for the UOHSC

The amended MOU details the responsibilities of the two academic institutions, as well as other stakeholders, such as Sharp Healthcare and Glendale Adventist Medical Center. The out of state nursing program is held to the same standard as California nursing programs. The following list describes key requirements in the amended MOU.

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- 1) Both academic institutions are required to meet all applicable State and Federal laws and regulations, as well as healthcare facility requirements.
- 2) Only qualified students, as described in the MOU, will be placed in clinical facilities that have a current BRN approved contract with SDSU. OU students will successfully complete evaluation of clinical skill sets in the clinical nursing laboratory prior to application in the clinical setting.
- 3) OU students will enroll in the OU online nursing theory course concurrent with the clinical course work. The students will be graduates of the OU program, and take the NCLEX as out of state graduates, if they elect to take NCLEX in California.
- 4) The OU students will not displace any existing clinical relationship between a BRN approved nursing program and a clinical facility, as a result of this program.
- 5) The MOU identifies the clinical courses and the instructional model that will be utilized in the clinical area. OU plans to use a traditional instructional model, one faculty for a group of students, in all of the clinical courses with the exception of the preceptorship at the end of the program.
- 6) OU clinical courses using the traditional instructional model are required to establish faculty to student ratios consistent with CCR Section 1424(k), not to exceed a maximum ratio of one faculty per 10 students. OU clinical faculty will have an active, clear, current, California license and hold a master's degree or higher in nursing or related field. Clinical faculty will meet, at a minimum, CCR Section 1425(e).
- 7) The OU preceptorship will meet the California BRN Preceptor Guidelines (9/99). The faculty of record for the OU preceptorship will meet the BRN requirements for instructor (CCR Section 1425(d)). All clinical preceptors used by the program will meet the BRN requirements for assistant instructor (CCR Section 1425(e)).
- 8) OU will provide a Clinical Education Director (CED) in California. The CED will have the same licensing and educational requirements as a clinical faculty member listed above. In addition, this individual will meet the requirements for instructor (CCR Section 1425(d)). The CED's responsibilities are further described in the MOU.
- 9) SDSU will submit reports to the BRN, as required, to monitor the partnership.

While efforts for securing pediatric experiences in Glendale area continues, in the event that clinical placements for the pediatric experience are unavailable, students enrolled in the UOHSC will fulfill the pediatric experiences at Oklahoma University Medical Center, The Children's Hospital. The MOU has been amended to reflect this on Pg 4, G "In the event that clinical placements become unavailable in California for a portion of any clinical nursing course, UOHSC will provide for clinical placement in the state of Oklahoma for all affected students. Prior to admission to the program, students will be notified in writing of the potential requirements to attend classes in Oklahoma and the costs associated with this requirement." A copy of amended MOU, a letter of verification regarding this amendment, and announcement of notice to students were submitted.

**Action: Approve California RN Program In Partnership With Out Of State Online Program: San Diego State University Baccalaureate Degree Nursing Program in Partnership with University of Oklahoma Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program.**

**MSC: Morales-Board/Guillen-Dutton**

**Public input: None**

### **8.0 INFORMATION ONLY**

#### **8.1 Information Only: Volunteer Site Visitor Program for Continuing Approval Visits**

May 8, 2008

M. Minato presented this report. The BRN intends to implement a Volunteer Site Visitor Program for continuing approval visits. This program will provide the opportunity for retired or current nursing program directors to participate in a regularly scheduled full continuing approval visit of a BRN approved pre-licensure nursing program. The BRN's Nursing Education Consultants (NEC) will continue to conduct visits as in the past, and the Volunteer Site Visitors (VSV) will provide assistance.

The goals of the VSV Program include:

- Improvement in the quality and efficiency of continuing approval visits,
- An increase in awareness of the Board's regulations pertaining to nursing programs,
- An increase in sensitivity to the issues that confront nursing education, and
- A better understanding by the NEC and the VSV of the different perspectives that each brings to the continuing approval visit.

Nursing program directors have and will continue to be solicited to participate in the program. To date, a small number of directors have expressed interest in being Volunteer Site Visitors. Criteria will be used to select the VSVs. The criteria include length of time functioning as a program director, and history with the BRN continuing approval process.

The Volunteer Site Visitor program will be implemented in phases. The training session will occur in conjunction with the August 21, 2008 ELC meeting. As well as, the face-to-face session, materials will be posted on the Board's website for reinforcement. The pilot phase will occur in the Fall 2008 with a VSV participating in 2 regularly scheduled full continuing approval visits. Full VSV Program implementation will occur in January 2009.

## **8.2 Information Only: 2006-2007 BRN Post-Licensure Nursing Program Report**

M. Minato presented this report. The BRN first surveyed California post-licensure nursing programs in 2004-2005. The 2006-2007 Post-Licensure Nursing Program Report presents analysis of the 2006-2007 data in comparison with data from previous years of the survey.

Since post-licensure nursing programs offer a wide range of degrees, this report is presented in four sections: RN to BSN Programs, MSN Programs, APN Programs and Doctoral Programs. Data items addressed in each program section include the number of nursing programs, enrollments, graduations, and student and faculty census data. A draft copy of the report was distributed at the meeting.

## **8.3 Information Only: NCLEX-RN Pass Rate Update**

**This item was taken off agenda. No new report.**

## **9.0 OPEN FORUM – None**

**Meeting adjourned at 11:30 AM.**

Submitted by:



Miyo Minato, MN, RN  
Nursing Education Consultant

Approved by:



Susanne Phillips, RN, MSN, APRN-BC, FNP  
Acting Chair

**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM: 10.1**

**DATE: October 16, 2008**

**ACTION REQUESTED:** Ratify Minor Curriculum Revisions

**REQUESTED BY:** Miyo Minato, MN, RN  
Nursing Education Consultant

**BACKGROUND:**

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 10.1.1 California State University, Bakersfield, Baccalaureate Degree Nursing Program
- 10.1.2 California State University, Channel Islands, Baccalaureate Degree Nursing Program
- 10.1.3 California State University, Stanislaus, Baccalaureate Degree Nursing Program
- 10.1.4 University of California, Los Angeles, Baccalaureate Degree Nursing Program, and Entry Level Master's Degree Option
- 10.1.5 University of San Francisco, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Option
- 10.1.6 Butte College Associate Degree Nursing Program
- 10.1.7 Golden West College Associate Degree Nursing Program
- 10.1.8 Modesto Junior College Associate Degree Nursing Program

Progress report on the following programs by the NECs have been made:

- 10.1.9 California State University, Channel Islands, Baccalaureate Degree Nursing Program
- 10.1.10 Concordia University, Irvine, Accelerated Baccalaureate Degree Nursing Program
- 10.1.11 College of the Siskiyous, LVN to RN Associate Degree Nursing Program
- 10.1.12 San Joaquin Valley College LVN to RN Associate Degree Nursing Program

**NEXT STEP:** Place on the Board agenda.

**FISCAL IMPLICATION(S),**

**IF ANY:**

None

**PERSON(S) TO CONTACT:**

Miyo Minato, MN, RN, NEC  
323-890-9950



**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: October 16, 2008**

<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
California State University, Bakersfield BSN Program	M. Minato, NEC	8/20/08	<p>Program submitted a minor curriculum revision to its Accelerated BSN Option, which plans to admit a second cohort of students. Their first cohort (41 students), which was implemented January 2008 will graduate in March 2009.</p> <p>The changes involve requiring the Pathophysiology course as a pre-requisite and Writing Assessment required prior to admission. The Mental Health theory, which was combined with Community Health theory content will be separated. Students will be taking the same course as the generic BSN students. The final change is extending the program from 5 quarters to 6 (15 months to 18 months) to provide concurrent theory/clinical experience. There are a few changes in sequencing of courses due to extended quarter. Overall program is reduced by 4 units. Nursing unit is reduced by 4 theory units, since community health course is not prelicensure content. Units required for licensure will be 119 quarter units, including 40 nursing theory and 30 clinical units.</p>
California State University, Channel Islands BSN Program	M. Minato, NEC	7/16/08	<p>Program submitted a minor curriculum changes that reduced 0.5 unit from a communication course and increased the pharmacology course by 0.5 units of lab. This change will allow additional clinical experience in the skills lab strengthening medication administration skills. There are no changes in units for degree requirements but Communication units are reduced to 6.5 units and Nursing units are increased to 56.5, (Theory 32 and Clinical 24.5).</p>
California State University, Stanislaus BSN Program	K. Weinkam, NEC	7/30/08	<p>Effective fall 2008, the program will accept CHEM 2100 (3 units) and 2110/2112 (2 units) in place of Chem 2090/92 (5 units). NURS 3810 Pediatrics clinical (2 units) and NURS 3830 Reproductive Health clinical (2 units) will be offered as NURS 3850 for 3 units. This change reduces the clinical units to 19, total prelicensure program units to 86, and degree units to 126-127.</p> <p>Prelicensure courses: Introduction to Nursing has been moved from the</p>

**MINOR CURRICULUM REVISIONS**  
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SCHOOL NAME	APPROVED BY	DATE APPROVED	SUMMARY OF CHANGES
			<p>first to the second semester; pediatric theory from the fourth semester to the third; adult health from the fifth semester to the fourth; and psychology from the second to the third semester.</p> <p>Degree courses: Nursing research from the third semester to the first; community health from the sixth to the fifth; and personal computing from the third to the sixth.</p>
<p>University of California, Los Angeles Generic BSN Program</p> <p>Entry Level Master's Option</p>	M. Minato, NEC	7/28/08	<p>Program submitted minor curriculum changes to both the generic BSN program and to their ELM Option (Master's Entry Clinical Nurse Program).</p> <p>Changes to the BSN involved combining two pharm courses into one nursing pharmacology course and emphasizing nursing. Also, theory and clinical courses for the combined courses that included special care contents, i.e., OB, Peds, Psych, were separated into individual courses to provide a better correlation of theory and clinical. Added one unit to: N154, to meet the GE writing requirement and added one unit in N 54A, Pathophysiology. A GE course was added in Social/Cultural science. These changes are reflected in the overall unit changes: Total for content required for licensure increased to 114 qtr units, Nursing units at 77 qtr units (49 theory and 28 clinical units)</p> <p>Program made similar change as in the BSN curriculum. The change involves the clinical theory courses, which were identified as covering all content areas initially, are now separated into individual courses with corresponding clinical courses. Course numbers have been revised to reflect the change. N 597, 2 units, which was an independent studies course has been deleted from the prelicensure units since this is not a required course. The revised EDP form shows a decrease of 2 units from the overall units.</p>

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
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<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
University of San Francisco BSN and ELM Programs	Kay Weinkam, NEC	7/17/08	The program, as a pilot project, will increase to 50% the amount of clinical hours that will be provided by simulation/observation activities for its pediatric nursing courses in the fall of 2008 and spring 2009 semesters. The program will submit a progress report at the conclusion of the spring 2009 semester.
Butte College Associate Degree Nursing Program	Katie Daugherty, NEC	9/11/08	Effective Spring 2009, split the existing 3units Maternal/Child course into two separate 2 unit courses. This change will add 1 unit to the total nursing theory component of the program and increase the CRL units from 76.5 to 77.5 and the total units for graduation by one unit. This minor curriculum change is being implemented to strengthen OB/PEDS content based on ATI predictive testing in these content areas and to address a recent decrease in the program's NCLEX pass rates.
Golden West College Associate Degree Nursing Program	Katie Daugherty, NEC	9/10/08	Effective Spring 2009, add a preceptorship experience in the last four weeks of the fourth semester course, N 250. The preceptorship experience is being instituted based on evaluative feedback from program students/graduates and the program's Nursing Advisory Committee recommendation. Total degree and CRL units remain unchanged.
Modesto Junior College Associate Degree Nursing Program	Kay Weinkam, NEC	9/4/08	The College has increased the units for the anatomy and physiology courses from 4 units to 5 units, each. The units for N267 Advanced Medical-Surgical Nursing remain at 11, but theory units have been reduced by .5 unit and clinical units increased by .5 unit to accommodate students' requests for additional time in the preceptorship. Content required for licensure is now 66 units with total degree units 71.5.

**MINOR CURRICULUM REVISIONS**  
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<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>PROGRESS REPORT</b>
California State University, Channel Islands BSN Program	M. Minato, NEC	9/12/08	One-Year Interim Visit was made on 9/9/08. The program started in fall 2007 with two cohorts, generic group and a collaborative partnership group with Moorpark College. Currently there are 33 generic and 27 collaborative track students from the first cohort. There second cohort admitted Fall 2008 has 37 generic students and no collaborative group (no funding available). All groups reported that they received excellent pre-advisement, orientation to the program, and the program has met their expectations, thus far. Students reported faculty members were receptive to any problems that students identified and made changes as needed. The students reported that they have formed a Student Nurses' Association and have representatives attending faculty meetings. The "brown-bag" meetings at the end of courses to discuss issues and concerns have been effective. All groups reported that faculty provide excellent support and are available for help on campus and in the clinical areas. New simulation lab just opened is being equipped with adult and pediatric mannequins. Next visit is in May 2010 prior to initial cohort's graduation.
Concordia University Irvine Accelerated BSN Program	M. Minato, NEC	7/24/08	A visit to review completion of Skills Lab at CUI was done on 7/24/08. The lab has four beds, with two mid-fidelity mannequins, basic models as well as supplies and equipment to start teaching its first cohort of 32 students. There are tables and chairs and plan is to have about 15-16 students per group. A computer is available in the lab with Internet access. Initially, the lab will be staffed by a faculty member, who will have the responsibilities to maintain open lab hours one day a week and will provide support for students. Reviewed some course materials, including preceptorship, faculty and student handbooks. Clinical contracts have been signed and clinical facilities were approved. The program will commence starting in August. There will be a site visit made by a NEC prior to the initial cohort's graduation, December 2009.

**MINOR CURRICULUM REVISIONS**  
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<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>PROGRESS REPORT</b>
College of the Siskiyous LVN to RN ADN Program	K. Daugherty, NEC	8/18/08	A first year pre-graduation visit was conducted on May 14, 2008. No areas of non-compliance were identified during the visit. Sixteen of the originally admitted 20 students completed complete the program in mid-June. Students indicated the theoretical and clinical learning experiences provided by the program have prepared the students to function successfully at the RN level as well as take the NCLEX-RN exam. Visit data (course/instructor evaluations/faculty minutes etc.) indicates the faculty have been consistently responsive to student learning needs and concerns. The expected minor adjustments and modifications in program processes, policies, and instruction are occurring in a timely and responsive manner. The program used the ATI predictive exam package throughout the program. The program achieved a pass rate of 100% for the first cohort of 16 graduates. In May 2008, Ms. Fedora, MSN, RN and former AD was appointed the program director.
San Joaquin Valley College LVN to RN ADN Program	K. Weinkam, NEC	9/19/08	This program was granted initial approval in December 2005. This interim visit over August 28 <sup>th</sup> and 29 <sup>th</sup> to the second cohort of graduating students and the third admitted cohort was conducted to comply with the Board's granting continuing approval to the program in November 2007. Dr. Janine Spencer is director of the program and Mary Ann Duncan continues her involvement by serving as the assistant director. One of the concerns voiced at the October 25 Education/Licensing Committee was related to the stability of the Director's position. This has been achieved with the appointments of Dr. Spencer and Ms. Duncan. No areas of non-compliance were found. Four recommendations were made related to various aspects of the program. The second cohort of students have now just completed the program. The NCLEX pass rate for the first cohort of students (20) who graduated in 2007 is 85%. A major curriculum change for the program to start a generic ADN program was approved by the Board on June 13, 2008. The start date has been postponed pending

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: October 16, 2008**

<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>PROGRESS REPORT</b>
			submission of the change to WASC for its approval. Interim visits will be conducted in 2009 to the third cohort of LVN to RN students and to the first cohort admitted into the generic ADN program whether late 2009 or in 2010 during the second and fourth terms of that curriculum.

**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM: 10.2.1**

**DATE:** October 16, 2008

**ACTION REQUESTED:** Continue/Not Continue Approval of National University (NU) Baccalaureate Degree Nursing Program

**REQUESTED BY:** Miyo Minato, NEC

**BACKGROUND:**

Mary Kracun, PhD, RN, is the current Chair and Program Director for NU's BSN Program. Lucy Rauch, MSN, RN, served as the Director from September 2007 to May 2008. When the administrative responsibilities were reorganized this May, Dr. Kracun assumed both the chair and director responsibilities and Ms. Rauch was appointed as the Asst. Director.

Carol Mackay and Miyo Minato, NEC's, conducted a continuing approval visit on July 21-22, 2008 at NU BSN Program. The program was in compliance with Board rules and regulations. Three recommendations were made in CCR Sections 1424(b) Policies and Procedures, 1424(d) Resources, and 1426(b) Curriculum.

NU's generic BSN Program in San Diego was initially approved in August 2004. Nursing courses are conducted primarily at the Rancho Bernardo campus. The plan was in place to centralize nursing faculty and courses to Rancho Bernardo and the construction has just begun at the time of the visit. Plans for the remodel include addition of clinical lab area for simulation to the two skills lab currently in place. Both Day and Evening programs are available at this campus.

Besides the generic BSN program, NU offers Accelerated BSN and an ASN track and continues to offer the RN-BSN completion program, which it had previously offered. Starting this fall, the ASN track will be continued, but will not be listed in the catalog as a separate option. NU was approved in June 2007 to have extended campuses in Los Angeles and Fresno areas. However, these sites are non-operational at this time due to faculty recruitment and clinical placement difficulties. There is a search committee doing recruitment for these sites.

Current NU nursing student enrollment has a total of 445 students, 294 are prelicensure students, 243 are in their generic BSN program, 51 are in their Associate Degree option. In addition, there are 81 LVN-ASN and 17 LVN-BSN, with one in the RN-BSN track. The Program admits four times a year and has rolling admission. Clinical placements are worked through the San Diego's Consortium for clinical placement, and they have been able to find appropriate sites for their students' experiences.

There are ten (10) FT faculty, including the Director and Assistant Director, and 72 PT faculty providing instruction and supervision of students. Both the Director and Assistant Director have 80% release time each and have teaching responsibilities. The FT faculty group is dedicated hard-working educators, who work well as a group and have high standards for their students. Students spoke of faculty's willingness to assist and provide learning opportunities.

Faculty have plans to integrate simulation into their curriculum starting this fall. At the time of the visit, the Lab Coordinator position remained unfilled, and each faculty, if needed, would provide individual instruction in the lab. This unfilled Lab Coordinator position is critical for the success of students related to the organization of the lab, remediation and tutorial available to students, and with the implementation of simulation into clinical instruction. Therefore, this position should be filled as soon as possible.

The FT faculty, who is usually the lead faculty, works with four (4) to (6) PT faculty. Although the program has in place steps to include all faculty in participating in the curriculum development and implementation, the faculty turnovers and the frequency of admission cycle provides little time for critical review and evaluation of the curriculum.

Concerns related to faculty and the curriculum issues were discussed with the faculty, Director and Dean for additional FT faculty positions, considering the proportion of FT to PT, and formalizing the faculty orientation program currently being done informally.

NCLEX-Pass Rates and the NEC report are attached.

**NEXT STEPS:** Place on Board Agenda.

**FINANCIAL IMPLICATIONS,**

**IF ANY:** None

**PERSON TO CONTACT:** Miyo Minato, MN, RN, NEC  
(323) 890-9950



## **REPORT OF FINDINGS**

### **NATIONAL UNIVERSITY BACCALAUREATE DEGREE NURSING PROGRAM Continuing Approval Visit: July 21 - 22, 2008**

**NON-COMPLIANCE(S):** None

#### **RECOMMENDATION(S):**

##### **Section 1424(b) Policies and Procedures**

Complete the development of the Student Handbook that is in progress and formalize the faculty orientation program

##### **Section 1424(d) Resources - Faculty**

- Hire a FT Skills Lab Coordinator to support the learning of students and to provide additional tutorial support.
- Increase FT faculty number in relation to the PT faculty to meet program objectives.

##### **Section 1426(d) Curriculum**

Clarify the unifying theme and strengthen all courses to reflect the organizing framework and curricular strands consistently. Contents for the courses should show progression from simple to complex concepts.

**CONSULTANT APPROVAL REPORT FOR  
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev..6/04)

**WORK COPY**Ruth Ann Terry, MPH, RN  
Executive Officer  
(916) 322-3350PROGRAM NAME: **NATIONAL UNIVERSITY BACCALAUREATE DEGREE NURSING PROGRAM** DATES OF VISIT: **July 21 – 22, 2008**

APPROVAL CRITERIA	<b>WORK COPY</b>		
	Compliance	Non-Compliance	COMMENTS
<b>SECTION 1: PROGRAM DIRECTOR / ASSISTANT</b>			
<b>DIRECTOR</b>			
SECTION 1425(b) The registered nurse director of the program shall have:	X		Mary Kracun, PhD, RN, is the Chair and Director of the BSN Program, appointed July 2007.
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		1988 - PhD in Nursing from Texas Women's University
(2) A minimum of one year's experience in an administrative position;	X		2005-07 Asst. Director of National University.
(3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;	X		2003-2007 Professor at National University
(4) At least one year's experience as a registered nurse providing direct patient care; or	X		1975-91 Staff RN Muhlenberg Hospital Center
(5) Equivalent experience and/or education as determined by the board.			
SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.	X		Lucy Rauch, MSN, RN, is the Assistant Director of the BSN Program, appointed May 2008. 2004-06 was Director of Maric College ADN Program; 2001-03 Instructor and Asst. Director at Maric College; 2000-01 Staff RN Sharp Cabrillo Hospital.
SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.	X		Director and Assist. Director each has 80% release time and have some teaching responsibilities. The Nursing Department, within the School of Health and Human Services offers: <ul style="list-style-type: none"> <li>• Generic BSN, with ADN track. LVNs can enter into ADN or to BSN option as advanced placement;</li> <li>• Accelerated BSN track for students with prior baccalaureate degree;</li> <li>• RN to BSN completion track.</li> </ul>

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.	X		L. Rauch was appointed Director in September 2007 but became the Assistant Director when administrative responsibilities were redefined.
<b>SECTION 2: TOTAL PROGRAM EVALUATION</b>	X		<p>Policies are published in the catalog and in course syllabi. Admission criteria is set at 2.75, and "C" in prerequisite sciences. The program had not used a Student Handbook previously but is developing one for the Nursing Program.</p> <p><b>RECOMMENDATION:</b>  <b>Complete the development of the Student Handbook that is in progress and formalize the faculty orientation program.</b></p>
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		<p>Total Program Evaluation Plan is developed to monitor and evaluate the program. One area detailed is the NCLEX Pass Rates of their graduates. From the initial pass rate of first group in 2006, started with 69.4%. This rate improved to 80.4% in 2007 and for 2008 it is at 88%, suggesting they will meet their standard of 70% pass rate. Continue with program evaluation, such as attrition and enrollment data.</p>
SECTION 1428(b) The program shall have a procedure for resolving student grievances.	X		<p>Grievance procedure is published in the catalog.</p>

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
<b>SECTION 3: SUFFICIENCY OF RESOURCES</b>  SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.			<p>Administrative headquarter is in La Jolla. Rancho Bernardo, Spectrum, and Carlsbad campuses are used for nursing courses. All faculty will have their offices in Rancho Bernardo campus starting August 2008. There are two extended campuses, Los Angeles and Fresno, which have been approved by the Board but have not started to date due to faculty recruitment and clinical placement issues.</p> <p>Support Staff – three FT staff in the nursing program to support enrollment processing and clinical placements (Clinical Placement Coordinator and two program Compliance Analysts). Campus support staff provides faculty support for instructional needs.</p> <p>NU has extensive library resources through its Library System. Nursing journals and resources are available through databases such as EBSCO Journal Service, ProQuest, CINAHL and many others.</p> <p>Rancho Bernado campus is the primary site for nursing courses. All classrooms are equipped with latest equipment for computers, Internet access, and LCD projector.</p> <p>Nursing Labs will be standardized. Each lab has eight beds with standard hospital equipment. At RB site, there are mannequins, including METI adult. They have received a grant to purchase additional simulator models.</p> <p>Nursing Dept will be housed at the Rancho Bernardo campus starting in August. The construction was in progress at the time of the meeting. There will be two labs, with additional spaces, as well as a simulation area with debriefing room. The coverage for the use of Skills Lab is done by individual faculty as assigned load. Discussed with administration regarding the number of PT faculty in relationship to the FT faculty for implementation of the program.</p> <p>Student Services includes “Student Concierge Services”, who are Student Services Advocates trained to provide individual support in Financial Aid, Admissions, and Graduation.</p> <p>NU is a member of SD Consortium for clinical placements and have been able to secure sites. In LA this has been difficult and in Fresno, faculty recruitment is an issue.</p>

[illegible]

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1425(d) An instructor shall meet the following requirements:</p> <p>(1) Those set forth in subsections (b)(1) and (b)(4) above; and</p> <p>(2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.</p> <p>SECTION 1425(e) An assistant instructor shall have:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.</p> <p>SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.</p>	X		No CTAs
	X		
	X		
	X		
<p><b>Section 5: CURRICULUM</b></p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> <p>SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> <p>SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.</p>	X		<p>NU's core value of access and relevance as they relate to adult learners is reflected in the Nursing Dept. philosophy. Courses run on year-round classes offered in one-course per month format. Some courses are two months. Core values and beliefs of the Nursing Dept: Person, health, environment, community, nursing practice, therapeutic communication, teaching learning, teaching-learning, and speed. Program uses Leininger's theory of Cultural Care Diversity as the curriculum's main unifying theme.</p>
			Last minor curriculum was approved in January 2008.

## APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.	X		Faculty members have been working on a curriculum change since the initial one that was approved. They have already done beginning work with the Philosophy and Mission Statement. Course syllabi need to be strengthened to reflect the core values and the organizing framework for the curriculum  <b>RECOMMENDATION:</b> <b>Clarify the unifying theme and strengthen all courses to reflect the organizing framework and curricular strands consistently. Contents for the courses should show progression from simple to complex concepts.</b>
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:	X		BSN Option: Prelicensure Content: 106.5 qtr units: Other Units 73.5. Degree Requirements Total- 180 qtr units ADN Option: Prelicensure Content: 106.5 qtr units: Other Units 4.5. Degree Requirements Total = 111 qtr units
(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.	X		69 Nursing (Theory – 39; Clinical – 30);
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.	X		10.5 Communications
(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		27 Sciences
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.	X		
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. (1) nursing process;	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;</p> <p>(3) physical, behavioral and social aspects of human development from birth through all age levels;</p> <p>(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</p> <p>(5) communication skills including principles of verbal, written and group communications;</p> <p>(6) natural sciences including human anatomy, physiology and microbiology; and</p> <p>(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p>	X		
	X		
	X		
	X		
	X		
	X		
SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:	X		Offered in quarters:
(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.	X		1 hour of instruction = 1 quarter unit; 4.5 quarter unit = 45 hrs.
(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.	X		3 hours of clinical instruction = 1 quarter unit; 4.5 quarter unit= 135 hours.
<b>LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS:</b>			
SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		



APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.	X		
SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.  Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.  The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.	X		45 qtr unit Option requires 40.5 units
<b>TRANSFERS AND CHALLENGES:</b>  SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:  SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or	X  X		Policies and procedures are published.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	X		
<b>SECTION 6: CLINICAL FACILITIES / CLINICAL EXPERIENCES</b>			
SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		
SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.	X		
SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.	X		
SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.	X		
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:	X		
(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;	X		
(2) Provision for orientation of faculty and students;	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;	X		
(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;	X		
(5) Provisions for continuing communication between the facility and the program; and	X		
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) acuity of patient needs; 2) objectives of the learning experience; 3) class level of the students; 4) geographic placement of students; 5) teaching methods; and 6) requirements established by the clinical agency.	X		Ratio of faculty-to-student maintained is 1:10.
SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.	X		
<b>SECTION 7: STUDENT PARTICIPATION</b>  SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (1) Philosophy and objectives; (2) Clinical facilities; (3) Learning experience; and (4) Curriculum, instruction and evaluation of the various aspects of the program.	X  X X X		Students have opportunities, but few participate. Monthly town-meetings are held for students, but again very few attend.

# NCLEX PASS RATES FIRST TIME CANDIDATES

2003-2008

National University - ADN

	<i>JUL-SEP</i>			<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
<i>2003 - 2004</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		0	0		0	0		0	0	
<i>2004 - 2005</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		0	0		0	0		0	0	
<i>2005 - 2006</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		2	2	100.00%	8	4	50.00%	10	6	60.00%
<i>2006 - 2007</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	10	7	70.00%	5	4	80.00%	10	9	90.00%	17	14	82.35%	42	34	80.95%
<i>2007 - 2008</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	21	15	71.43%	16	11	68.75%	15	12	80.00%	12	9	75.00%	64	47	73.44%

Friday, July 25, 2008

Source: NCSBN G1-G6 Reports

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# NCLEX PASS RATES FIRST TIME CANDIDATES

2003-2008

National University - BS

	<i>JUL-SEP</i>			<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
<i>2003 - 2004</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		0	0		0	0		0	0	
<i>2004 - 2005</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		0	0		0	0		0	0	
<i>2005 - 2006</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		22	14	63.64%	16	13	81.25%	38	27	71.05%
<i>2006 - 2007</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	13	10	76.92%	11	7	63.64%	7	7	100.00%	10	8	80.00%	41	32	78.05%
<i>2007 - 2008</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	13	10	76.92%	15	12	80.00%	19	18	94.74%	43	29	67.44%	90	69	76.67%

Friday, July 25, 2008

Source: NCSBN G1-G6 Reports

G:\NEC\Access\nclex.mdb

**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM:** 10.2.2  
**DATE:** October 16, 2008

**ACTION REQUESTED:** Continue/Not Continue approval of the Fresno City College Associate Degree Nursing Program

**REQUESTED BY:** Kay Weinkam, M.S., RN, CNS  
Nursing Education Consultant

**BACKGROUND:**

Stephanie Robinson, RN, B.S.N., M.H.A., CPHQ, is the Director of the Nursing Program. There are two Assistant Directors: Eileen Gonzalez, M.S.N., and Jacquelyn “Kim” Kato-Gee, M.S.N., who are co-chairs of the Nursing Department.

Fresno City College was established as California’s first community college in 1910. It awards the Associate in Science degree in Nursing. It admits students three times a year and currently has 271 enrolled students. The program continues to offer the paradigm program in which area hospitals contract with Fresno City College for education and provide their employees with release time to pursue their degrees while working. Now that West Hills College Lemoore has been approved to offer its own prelicensure nursing program, Fresno City College no longer enrolls students there in its previously approved satellite program.

The program’s NCLEX pass rate for first-time test takers ranges from 74% to 86% for the past five years, with the pass rate for 2006-2007 being 81%.

Carol Mackey and Kay Weinkam, NECs, conducted a regularly-scheduled continuing approval visit from April 22-24, 2008.

The program was found to be in non-compliance with Regulations 1424(b)(1) Total Program Evaluation; 1424(h) Faculty Qualifications; 1426(a) and (c)(1) Curriculum; and 1427(c) Clinical Facilities. Four recommendations were made. Please refer to the attached Report of Findings.

As a response to the Findings, the program forwarded a copy of the agenda for a FCC Curriculum Committee meeting in which a revision to Registered Nursing 10 Psychiatric and Mental Health Nursing Clinical was presented that restored .5 unit to the program..

The program developed a plan so that the students who completed the clinical course for which units had been reduced were given the opportunity to acquire the requisite hours. The course has been revised and approved at the College level to restore the one-half unit to the clinical course in psychiatric/mental health nursing so that the program is now in compliance with CCR Sections 1426(a) and (c)(1).

The program also submitted progress reports June 27<sup>th</sup> and September 19<sup>th</sup>, 2008. The program indicates it has established a plan for program evaluation and action on identified areas for modification or implementation. Program faculty met May 6 and established committees that met in August to begin evaluation of the program. It is expected that there will be one student representative from each semester on each committee. The committees will address the Recommendations for Section 1424(b), (g), and (k) as part of its discussions.

The program's statements about its areas of strength and areas that need improvement are included in this packet for the members' reference, as are two pages from the self-study developed for the College that constitute part of its progress report.

The program has now submitted a plan for a major curriculum change that is the result of several years work on behalf of the faculty.

The template for the affiliation agreements meets the requirements for CCR Section 1427, and the program indicated that it could not meet the July 1, 2008, deadline for getting the agreements that comply with the regulation signed by the appropriate facilities and requests an extension until November 30, 2008.

A progress report related to having obtained signatures on the agreements for all clinical facilities used by students for providing care is to be submitted by December 31, 2008.

**NEXT STEPS:** Place on Board Agenda.

**FISCAL IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Kay Weinkam  
Contact information:  
e-mail: Kay\_Weinkam@dca.ca.gov  
phone: (916) 574-7680

## **Report of Findings**

### **Fresno City College Associate Degree Nursing Program Continuing Approval Visit April 22-24, 2008**

#### **Areas of Non-compliance:**

##### **1424(b)(1) Total Program Evaluation**

The program does not have an evaluation plan in place, nor a mechanism for summarizing action taken based on data currently collected on a periodic basis.

##### **1424(h) Faculty Qualifications**

Faculty are teaching in a course in which geriatric content is integrated without having received prior Board approval in geriatrics.

##### **1426(a) and (c)(1) Curriculum**

The program implemented a curriculum change prior to receiving Board approval that brought the total clinical units below the requisite 18 semester units.

##### **1427(c) Clinical Facilities**

Contracts are on file, but not all reflect Section 1427(c)(1)-(6) content.

#### **Recommendations:**

##### **1424(b)(1) Total Program Evaluation**

Faculty review, modify, or develop policies related to: Admission/selection criteria vs. selection by lottery; the admission of students who have been unsuccessful in other nursing programs; course repetition; content experts; orientation for all faculty including adjunct faculty.

##### **1424(g) Faculty Qualifications**

Faculty as a whole discuss all program policies and procedures and document, with rationale, decisions made for changing or maintaining the policies in their current form.

The program consider expanding the committee structure within the department, including establishing a Program Evaluation Committee.

##### **1424(k) Clinical Facilities**

In view of the increased complexity of the patient population in the acute-care facilities, consider a student/faculty ratio of less than 12:1.

##### **1428(a) Student Participation**

Investigate other mechanisms that can promote greater student participation.



Fresno City College has the largest nursing program in California with the privilege of producing quality nurses for the SJV. This is accomplished through an established, well-qualified nursing faculty that is respected in the community. Local hospitals have a good working relationship with the nursing programs and work collaboratively to assist in providing a robust clinical site selection for student learning. The Paradigm program has been an effective means of providing additional nurses for the community and to work collaboratively with the community to meet the areas staffing needs. The nursing program maintained a good working relationship with CSUF to provide a seamless transition for students choosing to continue their education and obtain a BSN.

B. Areas that need improvement and proposed strategies and actions.

Fresno City College's Associate Degree Nursing Program Leadership and faculty will be taking the necessary steps to follow-up on the areas of Non-compliance identified by the BRN. Administration, the Director of Nursing, the Department Chair, faculty and students will be involved in the process to improve the nursing program to meet the BRN requirements and thus our student's needs.

The nursing program has addressed the BRN areas of non-compliance as follows.

1. Total Program Evaluation

The faculty met on May 6, 2008 and identified the need to put the following committees in place by August 2008 to begin planning the evaluation of the nursing program based upon data currently collected and issues identified.

1. Program Evaluation and Student Success Committee – to be responsible for ongoing program evaluation, evaluation of testing practices and implementation, the student assessment referral process, and scholarship. In view of the increased complexity of the patient population in the acute care facilities, consider student/faculty ration of less than 12:1.

2. Policy and Procedure Committee –to be responsible for review and revision of the Faculty Handbook and Student Handbook. The Faculty along with Administration will review, modify or develop policies related to: Admission/selection criteria vs. selection by lottery; the admission of students who have been unsuccessful in other nursing programs; course repetition; content experts; orientation for all faculties including adjunct faculty.

3. Curriculum Committee – to be responsible for curriculum review, implementation and philosophy statement.

All committees will have a student representative to meet the recommendation for increased student participation in the governance of the nursing program.

2. Faculty Qualifications

The faculty person identified without geriatric certification has been remediated and received the required documentation for geriatric content competence.

### 3. Curriculum

A change in units, decreasing RN 10 Mental Health Psychiatric from 2.5 units to 2 units, was implemented prior to BRN approval. The BRN required the program and all students affected to fulfill the requirement of the 0.5 unit deficiency prior to graduation. Two semesters of RN10 students were affected. To rectify the unit discrepancy, the course was changed back from a 2 unit to a 2.5 unit course, approved by the FCC Curriculum Committee on April 27, 2008. Then, all the students that had taken the course with the insufficient unit credit were contacted. Special sessions were established and coordinated by nursing faculty to meet the extra 27 hours requirement. All those whose Spring 2008 graduation was at risk were able to complete their hours and graduate. Some classes were held after the Spring session. All students complied with the change.

### 4. Clinical Facilities Contracts

The contracts not meeting the appropriate template are in the process of being revised to meet the six elements of the agreed upon program. Contracts have been sent out to the local facilities and require follow-up phone calls for contract signatures. There will be a need to extend the July 1, 2008 deadline to November 31, 2008 in order to have time to work with the legal departments from the college/hospitals and administrative representatives of each facility that is not in compliance.

Total program evaluation is being addressed with this program review. The nursing program has referred the other "recommendations" to the appropriate nursing committee to prioritize.

### **C. Concisely list the program's top 3-5 priorities.**

1. New curriculum to be implemented in the Spring of 2009.
2. NCLEX-RN pass rate of 85% or greater
3. Increase full-time faculty to comply with BRN regulation
4. Improve student learning environment through additional classroom space and Technology.
5. Adjust student/faculty clinical ratio to comply with the BRN recommendation on 10:1

**FRESNO CITY COLLEGE ADN PROGRAM**  
**SELF STUDY - BRN**

**STATEMENT OF AREAS OF STRENGTH**

**1. FACULTY**

Our faculty continues to be our greatest asset. Our faculty is experienced and committed to excellence. The majority of the full-time staff is tenured with two positions added since the last visit. With grant funding, we added six more full-time positions to our staff. These nurses were experienced nurses with many years of nursing knowledge and expertise that has provided the student with a grounded learning environment. Our enthusiastic staff creates a learning environment that allows the student to actively participate. The staff is informed and knowledgeable and expends a great deal of time and energy in preparation of their assignments.

With program expansion and our continued support to the Paradigm program, we gained more adjunct faculty, as well. These instructors are knowledgeable and provide expert nursing care and capability to our program for our students. These instructors are becoming more consistent, with many of the faculty teaching with us for more than five years. The faculty is very supportive of the adjunct faculty members and has formed relationships with the adjuncts that have had a positive impact on the program.

Our faculty is diverse and reflects the community, as well as the student population. With our grant funding for diversity, the program is one of the most diverse in the state. The faculty is sensitive to the needs of the diverse student and encourages the student to maximize their learning potential.

The faculty plays a major role in the governance of the college and plays an instrumental role on key committees at the college, which includes curriculum chair, strategic planning support team, counsel, program review, Academic Senate and union officers. The faculty is also involved in community membership in nursing organizations, such as the Nursing Leadership Council, Central Valley Coalition of Nursing Organizations (CVCNO), Academic Partnership, Future Nurses, and Sigma Theta Tau. Our current Director of Nursing is President of CVCNO and a member of the Association of

California Nurse Leaders (ACNL). Our faculty has also participated as national speakers and been invited to speak at various organizations on a variety of topics.

## **2. EFFECTIVE COMMUNICATION AND RELATIONSHIP BETWEEN PROGRAM AND AREA HEALTH DELIVERY SYSTEMS.**

Our relationship with our academic partners has always been an asset for our program. Our instructors are well respected at their respective sites and interact positively with the staff. The program enjoys an excellent and well earned reputation in the community. The program is often in the media due to the nursing crisis and the innovative strategies the program has developed to increase capacity. The amount of grant monies that the program has received in our effort to increase capacity has drawn media attention. The diversity of the program is of interest with particular attention to the number of men in nursing, which is the most in the state.

We continue to have meetings with the paradigm liaison and this has become, by default, our advisory committee; as what affects the paradigm program ultimately affects the traditional program. Also, the traditional students are recruited by the area hospitals, as well.

The region, due to its location and isolation, enjoys a good relationship with the health services and our neighboring four year program. We have collaborated in the past on courses with California State University, Fresno (CSUF) to better prepare our adjunct faculty to teach clinical. We also have been supportive of their grant activity to educate more master prepared nurses to teach in associate degree programs. We are preparing to collaborate on a seamless transition program from associate to baccalaureate degree.

## **3. EFFECTIVE ADMINISTRATIVE SUPPORT FROM COLLEGE.**

The program continues to receive support from administration. Our administration, including our Board of Trustees, has always supported the program and has been proud of our accomplishments. The board demonstrates its level of commitment by the financial support of the college budget and its support of new faculty. The college has consistently supported the program and provided leadership and guidance to ensure program support.

We have received support from the district through the Director of Grants to obtain grant funding to support our program. Through grant opportunities, we were able to support six additional fulltime faculties, a number of adjunct faculty, several part-time counselors and coordinators. We were further able to obtain equipment, software and media. We continue to seek grant monies to support our current level of activity and to expand our simulation lab and prepare our students for success.

## **4. STUDENT COMMITMENT**

Our skills lab coordinator has developed monitoring system concept to help at risk students. As a result of grant funding, we were able to expand on her idea and improve the studying habits and test scores of all students. We initiate contact by utilizing the Student Academic Referral Form (SARF), which identifies at risk students and assists us to guide the student towards the appropriate resource person, which includes faculty led group tutoring to help the student understand the course content. Tutors are enlisted from the Learning Resource Center to assist students pass math tests; peer tutors also assist students with course content, which has been posted on the Blackboard at the nursing website providing access to the whole student body.

With grant monies, we have begun testing students before they enter the program to assess their readiness. We have developed classes to help remediate those students were identified as at risk while they are in the program. The commitment to our students forms the foundation to our program.

## **AREAS THAT NEED IMPROVEMENT IN THE PROGRAM AS IDENTIFIED BY THE FACULTY THROUGH THE PROCESS OF SELF-STUDY**

#### 1. NCLEX PASS RATE

Although we were able to raise our pass rate by ten percent, we are still below where we would like to be. We have instituted the NCLEX review course and with grant monies, we were able to administer the HESI examination to students in the traditional registered nursing program and the ATI examination to paradigm students. We have requested the faculty order supplemental instructional media and to include it in their classes to help students to understand the coursework. We continue to explore all avenues that can lead to improved test scores. We understand that our student population may be challenging, but that we must work harder to achieve our goal.

#### PLAN TO ADDRESS THE AREAS NEEDING IMPROVEMENT

##### 1. NCLEX PASS RATE

Our goal is to continue along the present course with the NCLEX review course and the HESI and ATI testing. We attribute our current increase to these strategies, so will stay the course. We also believe that our early intervention with the SARF has made an impact on the student's performance and we will continue to monitor the students' performance; and continue to collaborate with CSUF on teaching courses for our adjuncts.

#### PLANS FOR THE PROGRAM IN THE NEXT FIVE YEARS

A new curriculum will be implemented in Spring 2009 so the scrutiny of this curriculum and its impact on student completion and ultimately the program pass rate, will need to be monitored.

A fully developed simulation lab in the skills lab and at satellite sites will be developed with every faculty member knowledgeable about set up and implementation.

Offer in-service with CEU's for our full-time and adjunct faculty to update teaching skills and to introduce new strategies.

#### INDICATORS – NEXT FIVE YEARS

1. Increase in our course completion rate.
2. Evaluations from our alumni and employer validating increased satisfaction with the program.
3. We will have a simulated lab that is functioning lab in the skills lab and satellite areas.
4. Our rate will go up another ten percent.

# NCLEX PASS RATES FIRST TIME CANDIDATES

2003-2008

Fresno City College

	<i>JUL-SEP</i>			<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
<i>2003 - 2004</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	75	63	84.00%	12	9	75.00%	52	46	88.46%	22	21	95.45%	161	139	86.34%
<i>2004 - 2005</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	64	46	71.88%	13	6	46.15%	66	54	81.82%	24	18	75.00%	167	124	74.25%
<i>2005 - 2006</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	65	48	73.85%	17	8	47.06%	55	42	76.36%	36	31	86.11%	173	129	74.57%
<i>2006 - 2007</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	100	84	84.00%	13	12	92.31%	89	78	87.64%	33	26	78.79%	235	200	85.11%
<i>2007 - 2008</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	89	68	76.40%	16	11	68.75%	127	110	86.61%	0	0		232	189	81.47%

Thursday, April 17, 2008

Source: NCSBN G1-G6 Reports

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**CONSULTANT APPROVAL REPORT FOR  
CONTINUING APPROVAL REVIEWS**

EDP-S-08 (Rev. 6/04)

Ruth Ann Terry, MPH, RN  
Executive Officer  
(916) 322-3350  
(626) 575-7080

PROGRAM NAME: Fresno City College Associate Degree Nursing Program

DATES OF VISIT:  
April 22-24, 2008

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<b>SECTION 1: PROGRAM DIRECTOR / ASSISTANT</b>			
<b>DIRECTOR</b>			
SECTION 1425(b) The registered nurse director of the program shall have:			
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		Stephanie Robinson, RN, B.S.N., M.H.A., CPHQ was appointed Director 3/17/08. Dr. Carolyn Drake, RN, Associate Dean of Instruction, Health Sciences Division had been serving as Interim Director. M.H.A.- Chapman University
(2) A minimum of one year's experience in an administrative position;	X		
(3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;	X		
(4) At least one year's experience as a registered nurse providing direct patient care; or	X		
(5) Equivalent experience and/or education as determined by the board.			N/A
SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.	X		The program has two department co-chairs who serve as Assistant Directors:  Eileen Gonzales, approved 10/3/07 M.S.N., CSU, Fresno  Jacquelyn "Kim" Kato-Gee, approved 10/3/07 M.S.N., Dominguez Hills

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.	X		The program director's position is a 100% full-time administrative one.
SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.	X		The two assistant directors are elected as Nursing Department Chairs, and each has 10% release time for these responsibilities.
<b>SECTION 2: TOTAL PROGRAM EVALUATION</b>			
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Policies and procedures are available in the college catalog and the Nursing Student Handbook.
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.		X	<p><b>Recommendation:</b> Faculty review, modify, or develop policies related to:</p> <ol style="list-style-type: none"> <li>1. Admission/selection criteria vs. selection by lottery;</li> <li>2. The admission of students who have been unsuccessful in other nursing programs;</li> <li>3. Course repetition;</li> <li>4. Content experts;</li> <li>5. Orientation for all faculty, including adjunct faculty.</li> </ol> <p><b>Finding:</b> The program does not have an evaluation plan in place, nor a mechanism for summarizing action taken based on data currently collected on a periodic basis.</p>
SECTION 1428(b) The program shall have a procedure for resolving student grievances.	X		Students acknowledge that such a policy exists, and can state the steps to be taken.



## APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<b>SECTION 3: SUFFICIENCY OF RESOURCES</b>  SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.	X		<p>The Nursing Department has a full-time Secretary, Kathy Braze, and the assistance of Phyllis Willis, Administrative Secretary in the Health Sciences Division. There are six student assistants who staff the reception area and work as assigned on various office projects.</p> <p>Four counselors are available to conduct orientations, meet with students individually, and evaluate application files.</p> <p>The skills lab is also used as a classroom which limits its availability for open skills lab practice.</p> <p>The skills lab is coordinated by a master's prepared faculty person, Diane Benefiel, with assistance from Connie Steer-Sweet.</p> <p>Full-time faculty have individual offices with phones and computers. There are faculty mailboxes for all faculty for distribution of written materials.</p> <p>Students purchase a skills pack for use in clinical skills practice.</p>
<b>SECTION 4: PROGRAM ADMINISTRATION; FACULTY QUALIFICATIONS and CHANGES</b>  SECTION 1425 A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board.	X		

## APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
Faculty members shall possess the following qualifications: SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the board.	X		
SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		The faculty have department meetings twice a month.  <b>Recommendation:</b> Faculty as a whole discuss all program policies and procedures and document, with rationale, decisions made for changing or maintaining the policies in their current form. The program consider expanding the committee structure within the department, including establishing a Program Evaluation Committee.
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.		X	The program has 73 faculty: 16 are full-time and 57 are part-time. There are currently 3 openings-two for grant-funded positions and one due to a retirement in fall 2008.  <b>Finding:</b> Faculty are teaching in a course in which geriatric content is integrated. They do not have Board approval in geriatrics.  Content experts: Med/Surg: Diane Benefiel, Elnora Bugay, Kathy Engel, Charles Freeman, Eileen Gonzalez OB: Theresa Souza, Bridget Heyne Peds: Ann Walzberg Psychiatric/mental health: Bridget Heyne Geriatrics: Bridget Heyne
SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		
SECTION 1425(d) An instructor shall meet the following requirements: (1) Those set forth in subsections (b)(1) and (b)(4) above; and	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.	X		
SECTION 1425(e) An assistant instructor shall have: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.	X		
SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.	X		
<b>Section 5: CURRICULUM</b>			
SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.	X		This is contained in the spring 2008 Nursing Student Handbook. The philosophy addresses Person/Client, Environment, Health, Nursing, Education, Students, and Nursing Faculty Members.
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Team meetings for each course are held at least every semester.

## APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.		X	<p><b>Finding:</b> The program implemented a curriculum change prior to receiving Board approval that brought the total clinical units below the requisite 18 semester units.</p> <p>The program will be submitting a major curriculum revision summer of 2008 that represents work of the faculty since at least 2003. Once Board approved, it will be presented to the FCC Curriculum Committee with implementation spring 2009.</p>
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.	X		<p>The curriculum uses the medical model of body systems but, with the thread of nurses as the providers of care, has the expectation that the student/graduate will : Use the nursing process; Provide professional nursing care; and Communicate, teach and insure safe, supportive nursing care. The course syllabi are fairly consistent with reinforcing these three components.</p> <p>The NCLEX pass rates from academic years 2003-2004 to 2007-2008 range from 74 to 86%, with the one for 2006-2007 being 85%.</p>
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:	X		<p>Last approved curriculum: 75.5-84.5 semester units (eighteen-week semester).</p>
(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.		X	<p>Last approved curriculum: 39.5 semester units Theory: 21.5 semester units Clinical: 18 semester units</p>
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.	X		<p><b>Finding:</b> The program implemented a curriculum change fall 2007, prior to receiving Board approval, that brought the total clinical units to 17.5 units, which is below the requisite 18 semester units. 6-11 semester units</p>
(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		<p>30-34 semester units</p>

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.	X		
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.			
(1) nursing process;	X		
(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;	X		
(3) physical, behavioral and social aspects of human development from birth through all age levels;	X		
(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;	X		
(5) communication skills including principles of verbal, written and group communications;	X		
(6) natural sciences including human anatomy, physiology and microbiology; and	X		
(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		
SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:			
(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.	X		
(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.	X		

## APPROVAL CRITERIA

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<b>LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS:</b>  SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.  SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.  SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.	X		The document that appears as Appendix E in the Student Handbook was reviewed with the Director with suggestions for a variation in language.
	X		BIOL 22 Human physiology 5 units BIOL 31 Microbiology 4 units RN 3, 4, 7-12, and 15 21 units  Total 30 semester units

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.	X		
The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.	X		The program is considering keeping separate NCLEX statistics for this group of students.
<b>TRANSFERS AND CHALLENGES:</b>			
SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:			
SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or	X		The policy is in the Student Handbook, pp. 37-38 and 41.
SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.			No evidence to support that such discrimination exists.
<b>SECTION 6: CLINICAL FACILITIES / CLINICAL EXPERIENCES</b>			
SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		

## APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.			N/A. The program does not have a preceptorship program.
SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.	X		
SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.	X		Clinical sites visited: Children's Hospital Central California St. Agnes Medical Center Community Regional Medical Center Community Behavioral Health Center Madera Community Hospital All are Joint Commission-accredited.
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;  (2) Provision for orientation of faculty and students;  (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.		X	<b>Finding:</b> Contracts are on file, but not all reflect Section (1)-(6) content.



APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.			
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) acuity of patient needs; 2) objectives of the learning experience; 3) class level of the students; 4) geographic placement of students; 5) teaching methods; and 6) requirements established by the clinical agency.	X		10:1 Fundamentals 12:1 Other Nursing clinical courses  <b>Recommendation:</b> In view of the increased complexity of the patient population in the acute-care facilities, consider a student/faculty ratio of less than 12:1.
SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.	X		
<b>SECTION 7: STUDENT PARTICIPATION</b>  SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:  (1) Philosophy and objectives; (2) Clinical facilities; (3) Learning experience; and (4) Curriculum, instruction and evaluation of the various aspects of the program.	X		Students are encouraged to come to curriculum development meetings. There is a Student Nurse Association with identified officers; Elnora Bugay serves as the faculty advisor.  <b>Recommendation:</b> Investigate other mechanisms that can promote greater student participation.

#### Sections and Related BRN Approval Rules and Regulations

Section	Rules and Regulations
Section 1: Program Director and Assistant Director	Section 1424 (e); 1424(f); 1425(b) 1 – 5; 1425(c);
Section 2:	Section 1424(b); 1424(b)(1); 1428(b)

Total Program Evaluation	
Section 3: Sufficiency of Resources	1424(d)
Section 4: Program Administration and Faculty Qualifications	Section 1424(g); 1424(h); 1424(j); 1425; 1425(a); 1425(d); 1425(e); 1425(f);
Section 5: Curriculum	Section 1424(a); 1425; 1425.1(a); 1426(a); 1426(b); 1426(c); 1426(d); 1426(e); 1426(f); 1429(a); 1429(b); 1429(c); 2786.6; 2786.6(a); 2786.6(b)
Section 6: Clinical Facilities and Clinical Experiences	Section 1424(i); 1424(k); 1425.1 (b); 1427(a); 1427(b); 1427(c); 1428(c);
Section 7: Student Participation	Section 1428(a)

**BOARD OF REGISTERED NURSING**  
**Education Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM:** 10.2.3

**DATE:** October 16, 2008

**ACTION REQUESTED:** Continue/Not Continue Approval of Mendocino College  
Associate Degree Nursing Program

**REQUESTED BY:** Janette E. Wackerly, MBA, RN  
Nursing Education Consultant

**BACKGROUND:**

Barbara French PhD, MSN, FNP, RN Director of the program.  
Fran Laughton MSN, FNP, RN Assistant Director

On April 21, 22, 23 2008 Janette Wackerly RN, NEC conducted a continuing approval visit at Mendocino College Associate Degree Nursing Program. There were no areas of non-compliance and no recommendations were made.

Mendocino College Nursing Program was first approved by the board in September 2003 as a LVN-RN program with the first cohort RN-NCLEX pass rate of 78.57%. The Mendocino College nursing program requested board approval for a generic RN ADN program that was approved in May 2005. There have been three cycles of nursing students with the following NCLEX pass rate for first time test takers 2005-2006 88.89%; 2006-2007 83.33%; and 2007-2008 89.47%.

Barbara French PhD, MSN, FNP, RN maintains a teaching role in Fundamentals, Leadership, and Seminar. In the last two years Barbara has completed CSU Sonoma Family Nurse Practitioner program and is a certified NP. She plans to continue as program director providing leadership and educational management to the nursing program.

Fran Laughton, MSN, FNP, RN has been assistant director since 1/05 and has primary responsibilities throughout the curriculum theory and clinical. Fran continues to work as a NP at Ukiah Primary Care Clinic. Fran has primary responsibility for the Preceptor program.

There are 8 part time faculties. These faculties provide some lecture but primarily are clinical faculty in the acute care hospitals.

Mendocino College is located in Ukiah California a rural community. The program utilizes acute hospitals and clinic agencies in Ukiah, Willits, Santa Rosa, Lakeport, and Children's Oakland to implement the curriculum. The program has limitation for expansion due to limited acute care clinical facilities. The program utilizes Santa Rosa Medical Center and Kaiser Santa Rosa for acute care

complex patient assignments. The program utilizes four rural hospitals, Ukiah Valley Medical Center, Howard Hospital Willits, Sutter Lakeside Hospital and Rosebud Hospital. Rural health clinics and private primary clinics are utilized for student learning experiences.

The nursing students are supported by the nursing faculty in their learning activities; students state they have adjusted to the travel to get the best clinical experiences in Santa Rosa and the rural hospitals and clinic agencies. The students would not give up going to Children's Oakland after having the clinical experience. The faculties are knowledgeable clinicians and competent teachers who are engaged with their students in all learning opportunities. The faculties are available in person and by e-mail to all nursing students, classroom and faculty offices are adjacent to one another. The nursing program has a smart classroom and utilizes a high fidelity manikin for simulation. There is a traditional skills lab within the smart classroom.

Mendocino College Nursing Program has received outside money including Capacity Grants, Song Brown Funds, Howard Hospital Willits provides funds, Medical Society, MC Foundation and a private scholarship funded for students.

The nursing program was visited in 2005 for the first year completion of the LVN to RN program. The nursing program was visited first year completion of generic RN program in 2006. The nursing program has been using the ATI testing with 70% pass rate for student success and each course has an ATI test. The Chancellor's office formula is used for admission criteria.

**NEXT STEP:** Place on Board's agenda

**FINANCIAL  
IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Janette E. Wackerly, NEC  
(916) 574-7686  
Janette\_Wackerly@dca.ca.gov

Approval visit  
Mendocino College

April 21, 22, 23, 2008

**Non Compliance(s):**   None

**Recommendation(s):**   None

**CONSULTANT APPROVAL REPORT**

EDP-S-05 (Rev. 5/01)

Ruth Terry, MPH, RN  
Executive Officer  
(916) 574-7600  
(626) 575-7080

PROGRAM NAME : Mendocino College Associate Degree Nursing Program

DATES OF VISIT: April 21,22,23, 2008

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
<b>I. ADMINISTRATION</b>  SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such a statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.  SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	SS pg 3-6	X		The program philosophy has a wellness focus: recognizes that people are complex and dynamic beings who respond to changing environment in biological, psychological, and social domains.
	SS pg 7 Appendix A Appendix B HB	X		Policies and Procedures are basically can be located on-line in nursing department web-page and paper format for all interested parties. Updated yearly.

## APPROVAL CRITERIA

(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.

SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS pg 8,9,10 Appendix C	X		<p>The major review components are: admission criteria utilizing the CA Community College Chancellor's Office formula for nursing success. Attrition is tracked by year, LVN-RN program, generic RN program and advanced placement LVNs . The nursing program has low attrition rates, tracking reasons for drop, total attrition, attrition statistics based on sex, race, ESL; attrition co-variants all reasons, and clinical failures remain low.</p> <p>Numerous initiatives to support students and decrease student attrition by scholarships from surrounding community (rural locations) include: Frank R. Howard Memorial Hospital Willits CA;, Indian Tribal scholarships; Karen Atkinson Memorial Nursing Scholarship, Mendo-Lake Medical Foundation;, Mendocino College Foundation;, Americorp grants, and Mendocino Private Industry Council financial support directly to students.</p> <p>Student Evaluation of Theory/Lecture courses and Clinical Courses: each content expert is responsible to assurefor ensuring that their specified area reflects the continuing evolution of nursing and healthcare theory and practice. Performance of graduates in the workplace is obtained through local partners active in Nursing Program Advisory Committee.</p>
SS pg 15, 16	X		The Mendocino College Registered Nursing Program is a separate department within the Instructional Division. The RN program director reports to the Dean of Instruction. The Organization chart meetmeets the regulation.
SS pg 17	X		The RN program is funded through district funds, grant funding, capital outlay funds, VTEA funds and industry contributions. The RN program has four full time faculty, and six part-time instructors/clinical assistants, and one full time clerical support all of which is categorically funded.

## APPROVAL CRITERIA

SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.

SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.

SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS pg 20	X		The Director is Barbara French Ph.D, MSN, FNP, RN who has spends her time in has 75% administrative and 25% teaching, based on a 10 month position. Barbara has been Program Director 02/15/04 .
SS pg 28	X		The Assistant Director is Fran Laughton MSN, FNP, RN. Fran has been faculty since the inception of the nursing program. Fran has 75% teaching and 25 % release time onduring a 9 month position.
SS pg 34	X		All faculty participateparticipates in the development of policies and procedures, planning, organizing, implementing and evaluation of the program. Part -time faculty utilizeutilizes flex time hours to coordinate clinical rotations, student clinical orientation, as well as attending faculty meetings.
SS pg 35-38	X		<p>Fran Laughton MSN, FNP RN is content expert for med/surg, psych-mental health, obstetrics, and peds.</p> <p>Karen Wilson, BSN, RN is a tenured-track full time Assistant Instructor approved in med/surg, obstetrics and peds.</p> <p>With the increase in student enrollment due to Community College Chancellors grants, additional part time faculty include:  Melissa Hladek MSN, FNP, RN Med/Surg  Joanne Patterson BSN, RN Med/Surg  Lilli Rice BSN, RN;, Ob/GYN cert &amp; Med/Surg  Nora Coyle BSN, RN Med/Surg  Mariane Benetti MSN, RN Med/Surg  Roberta Bell BSN, RN Med/Surg  Nancy Good man BSN, RN Med/Surg &amp; Psych</p>
SS pg 39-40	X		Non-faculty RNs participate in the instruction and supervision of students through the formal preceptorship program.



## APPROVAL CRITERIA

SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- 1) acuity of patient needs;
- 2) objectives of the learning experience;
- 3) class level of the students;
- 4) geographic placement of students;
- 5) teaching methods; and
- 6) requirements established by the clinical agency.

## II. FACULTY QUALIFICATIONS

### SECTION 1425

A program shall report to the board all changes in faculty including changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty members shall possess the following qualifications:

SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the board.

SECTION 1425(b) The registered nurse director of the program shall have:

(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;

(2) A minimum of one year's experience in an administrative position;

(3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;

(4) At least one year's experience as a registered nurse providing direct patient care; or

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS pg 41	X		The assistant director functions under supervision of the director,. The assistant instructors and clinical teaching assistants function under the supervision of the instructor.
SS pg 42-43	X		The nursing program works hardstrives to maintain a low student to teacher ratio; on. On average the ratio is 1 faculty to 6 nursing students. At the highest the ratio is 1 faculty to 10 nursing students.  In part, patient assignments are made with consideration to student learning objectives, patient acuity, individual student capabilities, and class level of the nursing student.
SS pg 44 Appendix H	X		All program faculty approvals arewere are current at the time of this approval visit. Revisions and reclassification are kept current.  Carol Gee MSN, RN the prior director of nursing retired and is the only resignation since the program was approved by the BRN.
SS pg 45	X		All faculty holdholds a valid, active license issued by the board.
SS pg 46	X		Barbara French PhD, MSN, RN Director
	X		PhD Saybrook Graduate School, San Francisco CA, Health Psychology 1999. Master's Nursing Science, Family Nurse Practitioner, CSU Sonoma 2007.
	X		Assistant Director Mendocino College 8/03-2/04 Assistant Director Merced College 8/96-5/98
	X		Faculty teaching at Mendocino College Fundamentals, Leadership, Seminar. Dr. French also was instructor faculty at Merced College ADN program.
	X		O'Connor Hosp, San Jose CA 5/88-2/90

## APPROVAL CRITERIA

(5) Equivalent experience and/or education as determined by the board.

SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.

SECTION 1425(d) An instructor shall meet the following requirements:

(1) Those set forth in subsections (b)(1) and (b)(4) above; and

(2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.

SECTION 1425(e) An assistant instructor shall have:

(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;

(2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.

SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.

## III. FACULTY RESPONSIBILITIES

SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
NA			
SS pg 47	X		Fran Laughton MSN, FNP RN was appointed assistant director 1/in 01/2005. Fran's MSN/FNP was awarded by CSU Sonoma in 1995. BSN from Dominuez Hills 1989. Fran is a practicing FNP at Ukiah Primary Care; 1990-2003 Fran was a supervisor, Children's Medical Services, Family and Children's Service Division. Mendocino County Dept of Social Services, Child Protective Services.
SS pg 47-48	X		Fran Laughton MSN/FNP RN has primary faculty teaching responsibilities throughout the curriculum. Mariane Benetti MS, 1992 Nursing Administration, Univ. of Connecticut, has faculty responsibilities for Med-Surg.
	X		
	X		
SS pg	X		
	X		The following are assistant instructors: Karen Wilson, Melissa Hladek, Lilli Rice, Nora Coyne, Roberta Bell, and Nancy Goodman.
	X		
	X		Joanne Patterson RN has completed her BSN and is eligible for reclassification and is completing her master's in nursing, she. She has worked minimally in the past year 2007-2008 due to her school schedule.
SS pg 51-53	X		The primary instruction or lead instructor instructors for the nursing program are Barbara French PhD, MSN/FNP and Fran Laughton MSN/FNP RN

## APPROVAL CRITERIA

SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.

### IV. REQUIRED CURRICULUM; PRIOR APPROVAL

SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.

SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.

SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.

(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS pg 54	X		Clinical faculty are not employed by the clinical site at the time of their supervision of students.
SS pg 55-62	X		EDP-P-05 Total Curriculum Plan EDP- P-06 Course of Instruction Total Units 83 units Nursing theory units 29 and clinical 18 units. Major curriculum revision approved February 2005 for a generic two year RN program with opportunity for LVN advanced placement in the second year of the two year RN program. Previously approved LVN-RN nursing program BRN approved in September 2003.
SS pg 63	X		The program's philosophy is based on a wellness model. The nursing process is integrated starting in the first course. Guidelines in 1443.5 are used in evaluation of students in all courses.
SS pg 70	X		MetsMeets requirements of the regulation
SS pg 70	X		
SS pg 70	X		3 units English 3 units Speech Speech
SS pg 70	X		Human Anatomy 5 units Human Physiology 5 units Microbiology 5 units Nutrition 3 units Sociology/anthropology 3 units Psychology/Human Growth 3 units

## APPROVAL CRITERIA

SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.

(1) nursing process;

(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;

(3) physical, behavioral and social aspects of human development from birth through all age levels;

(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;

(5) communication skills including principles of verbal, written and group communications;

(6) natural sciences including human anatomy, physiology and microbiology; and

(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS pg 71-72	X		Nursing program utilizes an across – curriculum integrated approach to content delivery. All the required content is presented in the curriculum.
SS pg 73-75	X		
	X		
	X		
	X		
	X		
	X		
↓	X		
SS pg 76	X		The program is presented in a semester, 17 weeks.
SS pg 76	X		
SS pg 76	X		

# APPROVAL CRITERIA

## V. CLINICAL FACILITIES

SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.

SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.

SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;

(2) Provision for orientation of faculty and students;

(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;

(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;

(5) Provisions for continuing communication between the facility and the program; and

(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS pg 77-	X		The NEC visitor went to the following facilities: . Santa Rosa Memorial Hospital Ukiah Valley Medical Center Care for Her, comprehensive perinatal services Ukiah Valley Primary Care Medical Group Peds The Mendocino Nursing Program is in a rural location and there is considerable distance between clinical facilities, all students were supportive of their clinical rotations. Students had positive statements regarding the clinical at Children's Hospital Oakland.
SS pg 78-79	X		MetsMeets requirements
SS pg 80-82	X		Contracts meet requirements
	X		
	X		
	X		
	X		
	X		
	X		

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
<b>VI. STUDENT PARTICIPATION</b>  SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:  (1) Philosophy and objectives;  (2) Clinical facilities;  (3) Learning experience; and  (4) Curriculum, instruction and evaluation of the various aspects of the program.  SECTION 1428(b) The program shall have a procedure for resolving student grievances.  SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.	SS 83	X		The program has student government representatives for class officers. Student officers have an open invitation to attend faculty mtgs. Each clinical group has a representative who can act as a liaison with faculty. The faulty havehas an open door policy for students to address any needs.
		X		
		X		
		X		
		X		
	SS pg 84 HB, Catalog Schedule of classes	X		
	SS pg 85 Appendix C	X		Each course has specific performance and clinical learning objectives. Each student is evaluated on an ongoing basis, formal mid-term and final evaluation
<b>VII. LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS</b>  SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.  SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.	SS pg 86	X		Mendocino admits LVNLVN's LVN that have completed the prerequisite course for program entry with advanced standing. The training that the particular LVN has dictates the placement of advanced standing. An LVN may enter in the third semester but if the LVN has not had Peds/ OB content in their training, or if they did not pass. The LVN submitsmust submit transcripts to the program.
	SS pg 87 Appendix B	X		All applications are evaluated individually according to the Chancellor's Office Formula. Background testing is then completed andas well as and health requirements.  Information on the degree and non-degree options areis given to applicants.

## APPROVAL CRITERIA

SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS
SS pg 88	X		Coursework in the LVN-RN Transitiontransition focuses on care planning and assessment, critical thinking and demonstrate demonstration of skill competency as would be expected of a licensed LVN.
	X		
SS pg 89 Appendix B	X		The RN application Handbook and LVN-RN Application Handbook. Applicants other than LVNs are admitted on a space available basis.
	X		
	X		

# NCLEX PASS RATES FIRST TIME CANDIDATES

2004-2008

Mendocino College

<i>JUL-SEP</i>				<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
<i>2004 -</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		12	11	91.67%	2	0	0.00%	14	11	78.57%
<i>2005 -</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		9	8	88.89%	0	0		9	8	88.89%
<i>2006 -</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	0	0		0	0		0	0		18	15	83.33%	18	15	83.33%
<i>2007 -</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	13	12	92.31%	0	0		0	0		6	5	83.33%	19	17	89.47%

Thursday, September 25, 2008  
Source: NCSBN G1-G6 Reports

G:\NEC\Access\nclex.mdb



**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM: 10.3.1**

**DATE: October 16, 2008**

**ACTION REQUESTED:** Approve/Not Approve Major Curriculum Revision for Los Angeles County College of Nursing and Allied Health Associate Degree Nursing Program

**REQUESTED BY:** Maria E. Bedroni, EdD  
Supervising Nursing Education Consultant

Zenaida Reyes, M.Ed Dean School of Nursing  
Jeffrey Anderson, MSN Assistant Director

**BACKGROUND:**

The Los Angeles County College of Nursing and Allied Health (LAC CONAH) faculty requested a major curriculum revision to re-open the extended campus at Olive View-University of California, Los Angeles Medical Center (OV-UCLA).

In 1992 this Board opened an extended campus at that site; however in 2003 it was closed because budget constraints limited the ability for the program to maintain the same resources at both sites.

Recently the administration of the OV-UCLA decided that in order to improve access to nursing education for the students from the San Fernando Valley, Santa Clarita, and Antelope Valleys, the extended campus needed to be re-open. Therefore, a proposal for funding was submitted to LA Care and OV-UCLA was awarded a grant for \$3 million dollars from June 2007 through June 2010. These grant funds will offset costs to hire faculty and staff, to develop and manage the extended campus, to purchase equipment and supplies and to recruit and enroll students. Furthermore, this grant allocated funding for clerical support, a library assistant and a librarian at the main campus.

In addition the LAC Department of Health Services has committed to provide extra administrative positions to support an Administrative assistant for financial aid, Staff assistant for office management and an Information Systems Analyst to oversee computer systems and processes at both campuses. All the positions funded are fulltime positions.

The curriculum offered at the extended campus is the exact replica of the one at the primary site. All policies and procedures at both sites are exactly the same. Student services will replicate those services provided to students in the main campus.

Faculty and students will be members of the different committees at the main campus and will have same or comparable resources available at both campuses. The entire faculty as a group will be responsible to implement and evaluate all aspects of the nursing program at both sites main and extended campus.

The Dean of the School of Nursing at the main campus will have the administrative oversight of the extended campus however; an Assistant Director will coordinate the extended program at the site. The total staff for the

site will be ten full time employees. The faculty will consist of one senior faculty/ assistant director, one skills lab coordinator, four nursing instructors, one librarian, one library assistant, and two typists.

The Olive View Extended Campus will have one cohort of 20 students per semester, with a faculty/student ratio of 1:10. Although the OV-UCLA Medical Center is currently been utilized by several other nursing programs in the community, the medical center assures this Board that the admission of these new extended campus students will not displaced the clinical opportunities of the other students.

The proposed extended campus will be located at the OVMC Education Center. The site was visited and includes sufficient space for faculty offices, classrooms, skills lab, computer lab, office and reception space. The librarian and the library assistant will have space provided at the library.

The first cohort of students will be admitted late Fall 2008, or Spring 2009. This cohort of students will be advanced placement LVN's students entering the second year of the program. The NEC will schedule a visit prior to admission; additionally a progress report due upon graduation of the first cohort will need to be submitted.

**NEXT STEPS:** Place on Board's Agenda

**FINANCIAL IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Maria E. Bedroni, EdD, MN, NP, RN  
brnmaria@sbcglobal.net

**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM:** 10.4.1

**DATE:** October 16, 2008

**ACTION REQUESTED:** Accept/Not Accept Feasibility Study for Concorde Career College North Hollywood (CCCNH) Associate Degree Nursing Program.

**REQUESTED BY:** Maria E. Bedroni, EdD  
Supervising Nursing Education Consultant

**BACKGROUND:**

Concorde Career College of North Hollywood submitted the first version of the feasibility study July 2007. A detailed letter was sent to the program indicating the areas that needed further clarification. The second revised revision was presented to the ELC last March 2008. At the time the, the ELC deferred action. This last revision was submitted August 2008.

CCCNH is a privately owned institution, for profit, located in North Hollywood and serving other surrounding cities of Los Angeles County. The college is located at 12412 Victory Blvd. North Hollywood. The college consists of 30,000 square foot building. Two classrooms are dedicated to the proposed program, one accommodate 34 students the other 40 students. There are three computer labs. There are apparently sufficient spaces allocated for the director, secretary, skills lab and students. Other resources such as a library are available to students.

CCCNH is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) and currently has programs such as Massage Therapy, LVN, Medical Assistant and others. This organization accredits programs that are to educate students for occupational, trade and technical careers, and including institutions that offer programs via distance education. (<http://www.accsct.org>)

Concorde had approval from the Bureau of Private Post Secondary and Vocational Education (BPPVE). However, this agency is no longer in existence, and therefore, this institution does not currently have the ability grant degrees.

The program has reconsidered the service area to a 25-mile radius from the school and identified 47 vocational programs, 14 associate career programs and four BSN programs within this 25- mile radius.

In preparation for this program CCCNH conducted their own feasibility study prepared October 2006 and updated June 2007 to find the **need** for this program (exhibit 7) The summary statement of that document clearly stated that only five of the 12 acute hospitals expressed their openness to **discuss** placement of students in their clinical area. It, also, stated that there are limiting numbers of clinical slots in acute care hospitals in the area.

Concorde plans to utilize the following clinical agencies for student rotations:

**Burbank Health Care Center** - The clinical facility form indicates a census of 179 patients. However, the units available indicate a census of 35 M/S patients with one RN and 144 geriatric patients with one RN. This agency is currently utilized by other schools.

**Motion Picture TV Fund** – a LTC facility. This agency is also utilized by four other programs and the form indicates the presence of only one RN for 149 patients.

**Veterans West LA** (acute) – The signed form indicates placement in two wards. However, the form is incomplete and it is difficult to read.

**Verdugo Hills** (acute) – This hospital is utilized by many other programs. The units identified are M/S, census of 30 patients, Obstetrics, census of 10 patients, and Psych, census of 20 patients.

**Mission Community Hospital** (acute) – Form is incomplete and currently this agency is utilized by three other LVN programs.

**Hubert Humphrey Clinic** – There is a census of 100 patients, only two RNs. Can only place two students at a time. The form is also incomplete.

**Pacifica Hospital** (acute, subacute, and Mental Health) – The daily census in M/S is 27, Obstetrics, 8, Pediatrics 3, and Psych 35. Can only place 4, 3, or 1 at a time.

**Glendale Adventist Medical Center** – the form is incomplete. They can place students in M/S, five students, Obstetrics, not more than three, and Psych, not more than five. The form is not signed. Therefore, based on the above information, there is a great concern for clinical placement.

The feasibility submitted indicates that only two of the potential clinical facilities plan to expand within the next two years (Mission Community and Glendale Adventist Medical Center).

CCCNH proposes an Associate Degree Nursing Program of one year and two months. They called it the “Generic Option”. This option will have 60 weeks in length, consisting of six (6) ten (10) weeks terms. The program will have 75.5 units. Twenty one (21) semester units of nursing theory and eighteen (18) semester units for clinical.

The units as submitted need revision. There is also a “Bridge Option” with 77.5 semester units. LVNs entering this program will be given for thirteen units for LVN licensure and their education. The curriculum does not have all the required subject matter. All these units are non transferable units. Currently the program has completed an articulation agreement with a private university, University of Phoenix, for transferability of units.

Concorde proposes to admit the first cohort of 30 students in the first quarter of 2009. Therefore, the program will enroll 60 students per year. The program plans to recruit faculty as the curriculum is developed and to have a ratio of **15** student/per faculty. There are jobs descriptions attached for potential faculty.

CCCNH has allocated \$325,000 for start up cost of the proposed program and the Hollywood campus in addition to the parent corporation state that they will be able to support this new program.

The major areas of concern for this proposed program are: their ability to grant degrees, clinical placement, resources, faculty recruitment, proposed curriculum and transferability of units and accreditation.

**NEXT STEPS:** Place on the Board agenda

**FISCAL IMPLICATION,  
IF ANY:** None

**PERSON TO CONTACT:** Maria E Bedroni, SNEC  
brnmaria@sbcglobal.net

**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM: 10.5.1**

**DATE: October 16, 2008**

**INFORMATION ONLY:** National & Regional Accreditation Agencies

**REQUESTED BY:** Maria E. Bedroni, EdD  
Supervising Nursing Education Consultant

**BACKGROUND:**

The purpose of this informational item is to clarify two issues: degree granting requirements and accreditation.

For the last few months the Board has received feasibility studies from private organizations that currently do not have the authority to grant degrees in the State of California, as the Bureau of Private Post Secondary and Vocational Educational (BPPVE) is not longer in existence. If the institution cannot grant degrees then this Board cannot proceed with the approval steps. Below is the section addressing approval of schools.

The Business & Profession Code states under Section **2786. Approval of Schools**

(a) An approved school of nursing is one which has been approved by the board, gives the course of instruction approved by the board, covering not less than two academic years, is affiliated or conducted in connection with one or more hospitals, and is an institution of higher education or is affiliated with an institution of higher education. For purposes of this section, "institution of higher education" includes community colleges offering an associate degree. An approved school of nursing which is not an institution of higher education shall make an agreement with an institution of higher education in the same general location to grant an associate of arts degree to individuals who graduate from the school of nursing or to grant a baccalaureate degree in nursing with successful completion of an additional course of study as approved by the board and the institution involved.

It is unclear after the demise of the BPPVE which state agency will take over the role of the BPPVE to give private colleges and universities the authority to grant degrees in California. However, SB 823 is at the governor's office pending signature and this bill will change the name of the Bureau of Private Postsecondary and Vocational Education to the Bureau of Private Postsecondary Education. If signed this legislation will be known as the California Private Postsecondary Education Act of 2008.

**Accreditation**

The document titled "Instructions for Institutions Seeking Approval of New Pre-licensure Nursing Programs" referenced in the proposed regulation requires that the program seeking approval needs to be accredited. Many of these private organizations sometimes called "colleges" or "universities", may or may not have accreditation. Some may have it for some of the programs they offer such as massage therapy, EKG technician, laboratory technician, or licensed vocational nursing. This accreditation is mandated by the Department of Education for their students to be eligible to obtain educational funding. The accreditation status does not give them the authority to grant degrees as this authority comes from the state.

A review of several accreditation agencies was done and many phone conversations with key people from these agencies occurred. For the purpose of clarification a brief description of the agencies most commonly utilized from these private organizations follows:

### **US Department of Education**

The United States has no Federal Ministry of Education or other centralized authority exercising single national control over postsecondary educational institutions; therefore institutions widely varied in the quality of their programs. However, the States assume varying degrees of control over education.

To ensure basic level of quality, accreditation arose as means of conducting non-governmental, peer evaluation of educational institutions and programs. Private educational associations of regional or national scope adopted criteria reflecting the qualities of a sound educational program and developed procedures for evaluating institutions or programs to determine whether or not they are operating at basic levels of quality.

There are two types of educational accreditation: institutional and programmatic. Institutional accreditation normally applies to an entire institution and programmatic accreditation normally applies to programs, departments, or schools that are parts of an institution. (<http://www.ed.gov>)

The U.S. Department of Education does not accredit colleges, universities or other postsecondary institutions. Accreditation in the U.S. is done by "accrediting agencies" -- private regional or national associations that have adopted criteria reflecting the qualities of a sound educational program and have developed procedures for evaluating institutions or programs to determine whether or not they are operating at basic levels of quality. The fact that a college or postsecondary institution is accredited does not guarantee that credits or degrees earned at that institution will transfer to another institution or be recognized by a potential employer. Acceptance of students or graduates is always the prerogative of the receiving institution or employer. (<http://www.ed.gov>)

Some of the functions of accreditation listed under the US Department of Education website are cited below:

1. Verifying that an institution or program meets established standards;
  2. Assisting prospective students in identifying acceptable institutions;
  3. Assisting institutions in determining the acceptability of transfer credits;
  4. Helping to identify institutions and programs for the investment of public and private funds;
  5. Protecting an institution against harmful internal and external pressure;
  6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
  7. Involving the faculty and staff comprehensively in institutional evaluation and planning;
  8. Establishing criteria for professional certification and licensure and for upgrading courses offering such preparation; and
  9. Providing one of several considerations used as a basis for determining eligibility for Federal assistance.
- .(<http://www.ed.gov>)

The Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities as to the quality of education or training provided by the institutions of higher education and the higher education programs they accredit.

The U.S. Secretary of Education also recognizes State agencies for the approval of public postsecondary vocational education and State agencies for the approval of nurse education such as National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education, the American College of Nurse-Midwives, Accreditation Commission, and the Council on Accreditation of Nurse Anesthesia Educational Programs. Each of the postsecondary educational institutions and programs contained within the database is, or was, accredited by an accrediting agency or state approval agency recognized by the U.S. Secretary of Education as a “reliable authority as to the quality of postsecondary education” within the meaning of the Higher Education Act of 1965, as amended (HEA).

- (a) Pursuant to section 438(b) of the Higher Education Act of 1965 as amended by the Public Law 92-318, the United States Secretary of Education is required to publish a list of State agencies which he determines to be reliable authorities as to the quality of public postsecondary vocational education in their respective States for the purpose of determining eligibility for Federal student assistance programs administered by the Department of Education. .(<http://www.ed.gov>)

The clear intent of the accrediting agencies listed under the US Department of Education is for determining if the programs meet the eligibility for student federal assistance.

The US Department of Education website also indicates that for years there have been some kind of non-governmental coordinating agency that exist primarily for the purpose of coordinating and improving the practice of accreditation. First was the Council on Postsecondary Accreditation (COPA), which was established in 1974 and existed until 1993. Its purpose was to foster and facilitate the role of accrediting agencies in promoting and ensuring the quality and diversity of American postsecondary education. After COPA dissolved in December 1993, a new entity, the Commission on Recognition of Postsecondary Accreditation (CORPA) was established in January 1994 to continue the recognition of accrediting agencies previously carried out by COPA. CORPA was dissolved in April 1997 after the Council on Higher Education Accreditation (CHEA) was created. CHEA is currently the entity that carries out a recognition function in the private, nongovernmental sector. (<http://www.ed.gov>)

### **Council for Higher Education Accreditation (CHEA)**

Is a nongovernmental higher education organization that scrutinizes the quality of a universe of accrediting agencies. It is the largest institutional higher education membership organization in the United States, with approximately 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations. It is governed by a 20-person board of college and university presidents, institutional representatives and public members.

The federal government, through the U.S. Department of Education, conducts governmental recognition reviews. Recognition is the scrutiny and certification of the quality of regional, faith-based, private career and programmatic accrediting organizations. CHEA is the only nongovernmental higher education organization that undertakes this scrutiny. CHEA is currently the entity that carries out a recognition function in the private, nongovernmental sector.

CHEA's commitment to the coordination and improvement of quality review is based on seven principles. These principles provide the foundation for the CHEA mission statement, the organizational functions described in the CHEA Bylaws and the CHEA Recognition Policy.



- *Quality Assurance.* CHEA will apply its recognition standards and sustain ongoing review of its participating accrediting organizations to assure high quality of organizational performance.
- *Leadership.* CHEA will provide thoughtful leadership to formulate issues related to quality assurance; to develop needed tools and strategies to sustain the value of quality assurance to institutions, accreditors and students; and to advance change and needed improvement in quality assurance in higher education.
- *Advocacy.* CHEA will be a forceful and articulate advocate for voluntary accreditation of higher education to the public, government and other interested individuals, groups and countries.
- *Service.* CHEA will consistently provide high-quality research, policy analysis and service to its member institutions, accrediting organizations, students and the public.
- *Core Values.* CHEA will maintain the core academic values central to higher education and quality assurance. These include, for example, the values of general education, collegiality and academic freedom.
- *Independence.* CHEA will be an independent and authoritative voice for the strengthening of accreditation to strengthen higher education.
- *Inclusion.* CHEA will sustain an environment of active consultation and participation among its member institutions and participating organizations, as well as encourage cooperation and exchange throughout the higher education and quality assurance communities.

*(Adopted by CHEA Board of Directors, January 2000)*

<http://www.chea.org>.

The above information clearly indicates that CHEA approves accrediting agencies that accredit degree granting programs, and verifies that the respective organizations have authority to grant degrees.

### **Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)**

Since 1967, the Commission has been continuously recognized by the U.S. Secretary of Education. However, this agency is not recognized by the CHEA, because they don't meet the eligibility requirements as its membership is less than fifty percent degree granting programs. However, is recognized by the US Department of Education under the Higher Education Act previously mentioned above.

ACCSCT's scope of recognition includes the accreditation of private, postsecondary, non-degree-granting institutions and degree-granting institutions in the United States, including those granting associate, baccalaureate and master's degrees, that are predominantly organized to educate students for occupational, trade and technical careers, and including institutions that offer programs via distance education. (<http://www.accsct.org>)

This information clearly states that this organization accredits programs that are to educate students for occupational, trade and technical programs not professional programs such as registered nursing programs.

### **Council on Occupational Education (COE)**

The Council was incorporated as a non-profit education organization under laws of the State of Georgia

in June 1994. At the end of June 1995, the Council became a fully operational agency. Its current scope of recognition is as a national institutional accrediting agency for the accreditation of non-degree-granting and applied associate degree-granting postsecondary occupational education institutions. The mission of the Council is “assuring quality and integrity in career and technical education.” The Council is a nationally-honored seal of excellence for occupational education institutions. One objective is to foster excellence in the field of career and technical education by establishing standards and guidelines for evaluating institutional effectiveness. ([http:// www.council.org](http://www.council.org))

### **Accrediting Bureau of Health Education Schools (ABHES)**

This agency provides accreditation of private, postsecondary institutions in the United States offering predominantly allied health education programs and the programmatic accreditation of medical assistant, medical laboratory technician and surgical technology programs, leading to a certificate, diploma, Associate of Applied Science, Associate of Occupational Science, or Academic Associate degree, including those offered via distance education. (<http://www.abhes.org>)

### **Western Association of Schools and Colleges (WASC)**

The Western Association of Schools and Colleges (WASC) is one of six regional accrediting associations in the United States. The Association provides assistance to schools located in California, Hawaii, Guam, the Commonwealth of the Northern Marianas, American Samoa, the Federated States of Micronesia, the Republic of the Marshall Islands, Fiji, and East Asia. The affairs of WASC are administered by a board of directors composed of representatives from the three commissions that are listed below: :

(1) Accrediting Commission for Senior Colleges and Universities; (2) Accrediting Commission for Community and Junior Colleges; 3) Accrediting Commission for Schools. **(Some of the private vocational programs are approved by this Commission)**

This agency is recognized by CHEA

### **Accrediting Council for Independent Colleges and Schools (ACICS)**

This agency accredits private postsecondary institutions offering certificates or diplomas, and postsecondary institutions offering associate, bachelor's, or master's degrees in programs designed to educate students for professional, technical, or occupational careers, including those that offer those programs via distance education. (<http://www.acics.org>)

### **Accrediting and Higher Education Opportunity Act of 2008**

Another very important piece of information is the newly approved Accreditation and the Higher Education Opportunity Act of 2008 approved August 14, 2008. One of the significant changes within the eight accreditation areas is the inclusion of #6 the role of the institutional mission. Attached is a copy.

In summary the authority to grant degrees is only given to private schools by a state agency. At this time is not known if the Governor will sign SB823. If signed this legislation will be known as the California Private Postsecondary Education Act of 2008 and will take over the role of the BPPVE to give private

colleges and universities the authority to grant degrees.

CHEA is currently the entity recognized by the US Department of Education that carries out a recognition function in the private, nongovernmental sector.

**NEXT STEPS:** Place in Board's agenda

**FINANCIAL IMPLICATIONS,  
IF ANY:** None

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# Accreditation Provisions of the Higher Education Opportunity Act of 2008 (PL 110-315)



## Comparison of

- *Prior Law*
- *Higher Education Opportunity Act of 2008*

Topic	Prior Law	Higher Education Opportunity Act of 2008 (PL 110-315)
<b>Student Achievement</b>	<p>Prior law required accreditors to examine institution or program success with regard to student achievement by taking into account the school's mission along with certain forms of evidence, "including, as appropriate, consideration of course completion, State licensing examinations, and job placement rates." [20 U.S.C. § 1099b(a)(5)]</p> <p>Prior law also required institutions to publish completion or graduation rates for "certificate- or degree-seeking, full-time undergraduate students." [20 U.S.C. § 1092(a)(1)(L)]</p>	<p>The new law requires accreditors to have standards that assess "success with respect to student achievement in relation to the institution's mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of State licensing examinations, consideration of course completion, and job placement rates" ....</p> <p>In addition, the bill prohibits the Secretary from promulgating any additional regulations with respect to this subsection. [495]</p>
<b>Transfer of Credit</b>	<p>Prior law generally was silent on transfer of credit. The 1998 Higher Education Act reauthorization called for a U.S. Department of Education study to evaluate policies or practices instituted by federally recognized accreditors regarding treatment of transfer of credit from one higher education institution to another. [Pub. L. No. 105-244, § 804 (Oct. 7, 1998)]</p>	<p>The new law requires accreditors to confirm, "as a part of the agency's ... review for accreditation or reaccreditation, that the institution has transfer of credit policies that are publicly disclosed; and that include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education." [488 and 495]</p> <p>Within one year of enactment of the Higher Education Opportunity Act, the Secretary is to publish on the College Navigator Website, among other things "The number of degree- or certificate-seeking undergraduate students enrolled at the institution who have transferred from another institution." [133]</p>

<b>Public Information</b>	<p>Under the prior law, accreditors had to disclose to the public "upon request" a summary of any review that results in a final accrediting decision involving denial, termination or suspension of accreditation, together with comments of the affected institution. [20 U.S.C. § 1099b(a)(8)] Prior law also required accreditors, as part of their operating procedures, to disclose accreditation standards and procedures and accreditation status of each institution under its jurisdiction, including whether the institution was being considered for accreditation or reaccreditation. [20 U.S.C. § 1099b(c)(5), (6)]</p>	<p>The new law requires accreditors to make "available to the public and the State licensing or authorizing agency, and submits to the Secretary, a summary of agency or association actions, including the award of accreditation or reaccreditation of an institution; final denial, withdrawal, suspension, or termination of accreditation of an institution, and any findings made in connection with the action taken, together with the official comments of the affected institution; and any other adverse action taken with respect to an institution or placement on probation of an institution." [495]</p>
<b>Due Process</b>	<p>Prior law required accreditors to apply procedures that complied with "due process" (procedural fairness), including (1) adequate specification of requirements and deficiencies at the institution under examination; (2) notice of an opportunity for a hearing; (3) right to appeal any adverse decision against such institution; and (4) right to representation by counsel for any such institution. [20 U.S.C. § 1099b(a)(6)]</p>	<p>The new law requires accreditors to "apply review procedures throughout the accrediting process ... which comply with due process procedures that provide for adequate written specification of requirements, including clear standards for an institution ... and identified deficiencies at the institution or program examined." The law would also allow "for sufficient opportunity for a written response, by an institution or program, regarding any deficiencies identified by the agency or association to be considered... prior to final action in the evaluation and withdrawal proceedings."</p> <p>Upon the written request and with the right to representation and participation by counsel, the new law provides "an opportunity for the institution or program to appeal any adverse action ... prior to such action becoming final at a hearing before an appeals panel that shall not include current members of the agency's or association's underlying decision-making body that made the adverse decision; and is subject to a conflict of interest policy;" The new law has a new process for financial matters "through which an institution ... before a final adverse action based solely upon a failure to meet a standard ... pertaining to finances, may ... seek review of significant financial information that was unavailable to the institution ... prior to the determination of the adverse action, and that bears materially on the financial deficiencies identified" by the accreditor. [495]</p>

<b>Mission of Religious Institutions (cont.)</b>	institution to obtain alternative accreditation if the Secretary determined that the reason for withdrawal, revocation, or termination was related to the institution's religious mission or affiliation and was not related to the accreditation criteria required by law. [20 U.S.C. § 1099b(k)]	
<b>Review of Federally Required Institutional Disclosures</b>	Prior law did not address accreditor review of federally required institutional disclosures.	The new law does not address accreditors' review of federally required institutional disclosures. This was proposed in the Senate version of the bill but removed in conference.
<b>National Advisory Committee on Institutional Quality and Integrity</b>	Prior law established an advisory committee of 15 members that advised the Secretary concerning recognition of accreditors for federal purposes. The committee was appointed by the Secretary. [Public Law 102-325 Section 114 of the Higher Education Act, as amended (HEA)]	The new law changes the appointment process for the Committee. The Committee consists of 18 members. "Six members shall be appointed by the Secretary; six members shall be appointed by the Speaker of the House of Representatives ...and six members shall be appointed by the President pro tempore of the Senate." The House and Senate appointments are evenly divided between the majority and the minority. The term of the current members of the Committee expired on August 14, 2008. No new members can be appointed prior to January 31, 2009. The next meeting will likely be in June 2009. [114]
<b>Monitoring Growth</b>	Prior law did not address monitoring growth.	The new law requires accreditors to "monitor the growth of programs at institutions that are experiencing significant enrollment growth." [495]
<b>Ombudsman</b>	In the prior law, there was no ombudsman.	The ombudsman was proposed in the House version of the bill but removed in conference.
<b>Rule of Construction</b>	Under prior law, there was no the rule of construction.	The new law applies the rules of construction to subsection (a)(5) of section 495 which includes student achievement. In addition, there are rules of construction for articulation agreements and transfer of credit. There are additional rules of construction concerning the relationship between accreditors and institutions which state: "Nothing in subsection (a)(5) shall be construed to restrict the ability of— "(1) an accrediting agency or association to set, with the involvement of its members, and to apply, accreditation standards for or to institutions or programs that seek review by the agency or association; or "(2) an institution to develop

<b>Distance Education</b>	<p>Prior law allowed accreditors to review distance education programs without separate accreditation standards. Accreditors had to apply and enforce consistently standards that ensured that an institution's courses or programs – including distance education courses or programs – were of sufficient quality to achieve the stated objective for which the courses or programs are offered. [20 U.S.C. § 1099b(a)(4)]</p>	<p>Under the new law, accreditors are not required to have separate standards for the evaluation of distance education. Institutions offering distance education are required to have processes to establish that “the student who registers in a distance education ... program is the same student who participates in and completes the program and receives the academic credit.” [495]</p> <p>An accreditor recognized by the Secretary, is not “required to obtain the approval of the Secretary to expand its scope of accreditation to include distance education ... provided that the agency or association notifies the Secretary in writing of the change in scope.” If the enrollment of an institution that offers distance education that is accredited by such agency or association increases by 50 percent or more within any one institutional fiscal year, that accreditor must be reviewed by NACIQI at the next available meeting. [495]</p> <p>The Secretary of Education shall have the “National Research Council of the National Academy of Sciences to conduct a statistically valid evaluation of the quality of distance education programs, as compared to campus-based education programs. The evaluation will include identification of success with respect to student achievement...the benefits and limitations ... by assessing access, job placement rates, graduation rates, and other factors related to persistence, completion, and cost.” The National Research Council will provide an interim report, due June 30, 2009 and a final report is due June 30, 2010. [1107]</p>
<b>Missions of Religious Institutions</b>	<p>Prior law required accreditors to consider student achievement in relation to institutional mission but otherwise did not address accreditation standards related to institutional mission. [20 U.S.C. § 1099b(a)(5)(A)]</p> <p>Prior law provided that if an institution had had its accreditation withdrawn, revoked, or otherwise terminated, the Secretary could allow an institution to remain certified as an institution of higher education for purposes of federal student financial aid programs for a period sufficient to allow the</p>	<p>The new law requires accreditors “to apply and enforce standards that respect the stated mission of the institution of higher education, including religious missions....” [495] This is in addition to the conditions in the prior law.</p>

<b>Rule of Construction (cont.)</b>		and use institutional standards to show its success with respect to student achievement, which achievement may be considered as part of any accreditation review." [486A] [488] [495]
<b>Negotiated Rulemaking</b>	Prior law did not address recognized legitimacy of designated representatives from the higher education community.	The new law requires that the Secretary appoint non-federal negotiators who are individuals "with demonstrated expertise or experience in the relevant subjects under negotiation." [494D]
<b>Articulation Agreements</b>	Prior law did not address articulation agreements.	<p>The new law requires the Secretary to carry out a program, to develop, enhance and implement comprehensive articulation agreements. The articulation agreements are to be widely available. The strategies to be employed in developing these may include "common course numbering; a general education core curriculum; management systems regarding course equivalency, transfer of credit, and articulation." [486A]</p> <p>The Secretary of Education is also to conduct a study of articulation agreements. The study will consider the extent to which articulation agreements have developed and been implemented, "the number and types of institutions participating in articulation agreements; the cost-savings to the participating institutions and to the students; what strategies are being employed, including common course numbering, general education core curriculum, and management systems; the effective use of technologies to contain costs, maintain quality of instruction, and inform students; and...barriers to the implementation of articulation agreements." The Secretary of Education will provide a final report by January 1, 2013. [1104]</p>
<b>Accrediting Standards for Students with Intellectual Disabilities</b>	Prior law did not address accrediting standards for students with intellectual disabilities.	The National Technical Assistance Center is to "convene a workgroup to develop and recommend model criteria, standards, and components of programs ... that are appropriate for the development of accreditation standards." [777]



<b>Degree Mills</b>	Prior law did not address degree mills.	<p>The new law includes a definition of a "diploma mill," which is defined as an entity that offers, for a fee, a credential used to represent that the individual has completed a program of postsecondary education; and requires little or no education or coursework to obtain the credential and lacks accreditation. [103]</p> <p>"The Secretary shall maintain information and resources on the Department's website to assist students, families, and employers in understanding what a diploma mill is and how to identify and avoid diploma mills." The Secretary shall continue to collaborate with the other federal agencies to "prevent, identify, and prosecute diploma mills; and broadly disseminate to the public information about diploma mills, and resources to identify diploma mills." [123]</p>
<b>States as Accreditors</b>	Under prior law, a state could have served as a federally recognized accreditor only if it was recognized by the Secretary for that purpose on or before October 1, 1991, and had been continuously recognized since that date. [20 U.S.C. §§ 1099b(a)(2)(B), (a)(3)(C)]	The new law does not amend current law regarding states as accreditors.

# Recognized Accrediting Organizations

(as of July 2008)

This chart lists regional, national faith-related, national career-related and programmatic accreditors that are or have been recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education (USDE) or both. Organizations identified by (•) are recognized; (–) indicates those not currently recognized. An asterisk (\*) identifies accrediting organizations that were formerly recognized.

CHEA-recognized organizations must meet CHEA eligibility standards ([www.chea.org/recognition/recognition.asp](http://www.chea.org/recognition/recognition.asp)). Accreditors exercise independent judgment about whether to seek CHEA recognition. For USDE recognition, accreditation from the organization is used by an institution or program to establish eligibility to participate in federal student aid or other federal programs ([www.ed.gov/about/offices/list/ope/index.html](http://www.ed.gov/about/offices/list/ope/index.html)). Some accreditors cannot be considered for USDE recognition because they do not provide access to federal funds. Other accreditors have chosen not to pursue USDE recognition.

Because CHEA affiliation and USDE recognition depend on a range of factors, readers are strongly cautioned against making judgments about the quality of an accrediting organization and its institutions and programs based solely on CHEA or USDE status. Additional inquiry is essential. If you have questions about the CHEA or USDE recognition status of an accreditor, please contact the accrediting organization.

This chart is updated when the CHEA Board of Directors recognizes or withdraws recognition of an accrediting organization and when the United States Secretary of Education recognizes or withdraws recognition of an accrediting organization. Please visit the CHEA Website at: [www.chea.org](http://www.chea.org)

ACCREDITOR	CHEA Recognized Organization	USDE Recognized Organization
<b>REGIONAL ACCREDITING ORGANIZATIONS</b>		
Middle States Association of Colleges and Schools Middle States Commission on Higher Education	•	•
New England Association of Schools and Colleges Commission on Institutions of Higher Education	•	•
New England Association of Schools and Colleges Commission on Technical and Career Institutions	•	•
North Central Association of Colleges and Schools The Higher Learning Commission	•	•
Northwest Commission on Colleges and Universities	•	•
Southern Association of Colleges and Schools Commission on Colleges	•	•
Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges	•	•
Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities	•	•
<b>NATIONAL FAITH-RELATED ACCREDITING ORGANIZATIONS</b>		
Association for Biblical Higher Education Commission on Accreditation	•	•
Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission	•	•
Commission on Accrediting of the Association of Theological Schools in the United States and Canada	•	•
Transnational Association of Christian Colleges and Schools Accreditation Commission	•	•
<b>NATIONAL CAREER-RELATED ACCREDITING ORGANIZATIONS</b>		
Accrediting Bureau of Health Education Schools	—	•
Accrediting Commission of Career Schools and Colleges of Technology	—	•
Accrediting Council for Continuing Education and Training	—	•
Accrediting Council for Independent Colleges and Schools	•	•
Council on Occupational Education	—	•
Distance Education and Training Council Accrediting Commission	•	•
National Accrediting Commission of Cosmetology Arts and Sciences, Inc.	—	•

# Recognized Accrediting Organizations (continued)

ACCREDITOR	CHEA Recognized Organization	USDE Recognized Organization
<b>PROGRAMMATIC ACCREDITING ORGANIZATIONS</b>		
AACSB International—The Association to Advance Collegiate Schools of Business	●	*
Accreditation Board for Engineering and Technology, Inc.	●	*
Accreditation Commission for Acupuncture and Oriental Medicine	—	●
Accreditation Commission for Midwifery Education	—	●
Accreditation Council for Pharmacy Education	●	●
Accreditation Review Commission on Education for the Physician Assistant, Inc.	●	—
Accrediting Council on Education in Journalism and Mass Communications	●	*
American Academy for Liberal Education	—	●
American Association for Marriage and Family Therapy Commission on Accreditation for Marriage and Family Therapy Education	●	●
American Association of Family and Consumer Sciences Council for Accreditation	●	—
American Association of Nurse Anesthetists Council on Accreditation of Nurse Anesthesia Educational Programs	●	●
American Bar Association Council of the Section of Legal Education and Admissions to the Bar	—	●
American Board of Funeral Service Education Committee on Accreditation	●	●
American Council for Construction Education	●	*
American Culinary Federation Foundation, Inc. Accrediting Commission	●	*
American Dental Association Commission on Dental Accreditation	—	●
American Dietetic Association Commission on Accreditation for Dietetics Education	●	●
American Library Association Committee on Accreditation	●	*
American Occupational Therapy Association Accreditation Council for Occupational Therapy Education	●	●
American Optometric Association Accreditation Council on Optometric Education	●	●
American Osteopathic Association Commission on Osteopathic College Accreditation	*	●
American Physical Therapy Association Commission on Accreditation in Physical Therapy Education	●	●
American Podiatric Medical Association Council on Podiatric Medical Education	●	●
American Psychological Association Commission on Accreditation	●	●
American Society for Microbiology American College of Microbiology	—	*
American Society of Landscape Architects Landscape Architectural Accreditation Board	●	*
American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology	●	●
American Veterinary Medical Association Council on Education	●	●
Association for Clinical Pastoral Education, Inc., Accreditation Commission	—	●
Association of Collegiate Business Schools and Programs	●	*
Aviation Accreditation Board International	●	—

# Recognized Accrediting Organizations (continued)

ACCREDITOR	CHEA Recognized Organization	USDE Recognized Organization
Commission on Accreditation of Allied Health Education Programs	●	*
Commission on Accreditation of Healthcare Management Education	●	●
Commission on Collegiate Nursing Education	●	●
Commission on English Language Program Accreditation	—	●
Commission on Massage Therapy Accreditation	—	●
Commission on Opticianry Accreditation	—	*
Council for Accreditation of Counseling and Related Educational Programs	●	—
Council for Interior Design Accreditation	●	*
Council on Chiropractic Education Commission on Accreditation	●	●
Council on Education for Public Health	—	●
Council on Naturopathic Medical Education	—	●
Council on Rehabilitation Education Commission on Standards and Accreditation	●	*
Council on Social Work Education Office of Social Work Accreditation and Educational Excellence	●	*
Joint Review Committee on Education Programs in Radiologic Technology	●	●
Joint Review Committee on Educational Programs in Nuclear Medicine Technology	●	●
Liaison Committee on Medical Education	—	●
Midwifery Education Accreditation Council	—	●
Montessori Accreditation Council for Teacher Education	—	●
National Accrediting Agency for Clinical Laboratory Sciences	●	*
National Architectural Accrediting Board, Inc.	—	*
National Association of Industrial Technology	●	*
National Association of Nurse Practitioners in Women's Health Council on Accreditation	—	●
National Association of Schools of Art and Design Commission on Accreditation	●	●
National Association of Schools of Dance Commission on Accreditation	●	●
National Association of Schools of Music Commission on Accreditation and Commission on Community/Junior College Accreditation	●	●
National Association of Schools of Public Affairs and Administration Commission on Peer Review and Accreditation	●	—
National Association of Schools of Theatre Commission on Accreditation	●	●
National Council for Accreditation of Teacher Education	●	●
National Environmental Health Science and Protection Accreditation Council	—	*
National League for Nursing Accrediting Commission, Inc.	●	●
National Recreation and Park Association Council on Accreditation	●	—
Planning Accreditation Board	●	—
Society of American Foresters	●	*
Teacher Education Accreditation Council Accreditation Committee	●	●
United States Conference of Catholic Bishops Commission on Certification and Accreditation	—	*

**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM:** 10.5.2

**DATE:** October 16, 2008

**INFORMATION ONLY:** Clinical Rotations Out of State

**REQUESTED BY:** Maria E. Bedroni, EdD  
Supervising Nursing Education Consultant

**BACKGROUND:**

An inquiry was done to Nevada, Arizona and Oregon states in reference to nursing programs conducting clinical rotations out of state. All three states addressed the issue in their respective rules and regulations. A description follows:

**Arizona**

The Board has a provision for distance learning programs and out of state programs. This is a fairly new section that became effective March 7, 2005. A nursing program located outside of Arizona that wishes to provide clinical experiences in Arizona shall obtain Board approval before offering a clinical rotation. There is a process that the program must follow that includes a self study and a statement regarding the anticipated effect on clinical placement for students enrolled in an Arizona approved nursing program.

The Board determines the compliance to meet specific requirements and may accept or deny the application. If denied, there is a hearing procedure to follow. Furthermore, the Board may rescind n approval held by an out of state nursing program to conduct clinical instruction in Arizona. Clinical faculty must have a license in Arizona.

In reference to allowing students seeking clinical experiences outside of Arizona, the nursing program must check with that state.

**Nevada**

Nursing programs wishing to conduct clinical experiences in Nevada must obtain approval from the Board. The application packet is very extensive (attached)

The process has not been used very often, however; the following programs are listed as approved. The only California program approved is an LVN program.

Dixie State College of Utah Department of Health Sciences Nursing Program 225 South 700 East St. George, UT 84770	Lassen Community College P.O. Box 3000 Susanville, CA 96130	Mojave Community College 1971 Jagerson Avenue Kingman, Arizona 86401
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Programs conducting a portion of its program in Nevada must also report to the Board that they are accredited or approved by the originating state and complete an annual report. Faculty must have a Nevada license.

In reference to allowing students seeking clinical experiences outside of Arizona, the nursing program must check with that state.

## **Oregon**

Oregon Administrative Rules for Nursing Education Programs allow students from another state to engage in supervised clinical practice in Oregon.

The expectation is that the program does provide adequate and appropriate instructor supervision, even if the student is working directly with a nurse preceptor. Furthermore, the program must meet all other Oregon Standards as well, such as having an agreement in place with each facility used, and having a policy for selection of clinical sites that includes, at a minimum, that the practice site "shall be fully approved by the appropriate accreditation, evaluation or licensing bodies, if such exist."

Additionally, Oregon Administrative Rules for Nursing Education Programs do allow students from Oregon to engage in clinical practice (with instructor supervision) in another state. Clinical faculty shall have a registered nurse license to practice and meet the requirements in the state in which the clinical experiencing is occurring.

All three states regulations related to out of state programs are attached. In summary, all three states:

- Require Board approval
- Must follow the state requirements for education
- Require clinical faculty to have a license in the state where the clinical experiences are occurring.
- Have the authority to review and rescind Board approval pending a review.

**NEXT STEPS:** Place in Board's agenda

**FINANCIAL IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Maria E. Bedroni, EdD, MN, NP, RN  
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**ARIZONA**

**R4-19-215. Distance Learning Nursing Programs; Out-of-State Nursing Programs**

A. An out-of-state nursing program that plans to provide both didactic and clinical instruction in Arizona shall comply with the application requirements of R4-19-207 and R4-19-208.

B. A nursing program that delivers didactic instruction by distance learning methods shall ensure that the methods of instruction are compatible with the program curriculum plan and enable a student to meet the goals, competencies, and objectives of the educational program and standards of the Board.

1. A distance learning nursing program shall establish a means for assessing individual student outcomes, and program outcomes including, at minimum, student learning outcomes, student retention, student satisfaction, and faculty satisfaction.

2. For out-of-state nursing programs, the program shall be within the jurisdiction of and regulated by an equivalent nursing regulatory authority in the state from which the program originates, unless also providing clinical experience in Arizona.

3. Faculty shall be licensed in the state of origination of a distance learning nursing program.

4. A distance learning nursing program shall provide students with supervised clinical and laboratory experiences so that program objectives are met and didactic learning is validated by supervised, land-based clinical and laboratory experiences.

5. A distance-learning nursing program shall provide students with access to technology, resources, technical support, and the ability to interact with peers, preceptors, and faculty.

C. A nursing program, located in another state or territory of the United States, that wishes to provide clinical experiences in Arizona under A.R.S. § 32-1631(3), shall obtain Board approval before offering or conducting a clinical session. To obtain approval, the program shall submit a proposal package that contains:

1. A self study, describing the program's compliance with R4-19-201 through R4-19-206; and

2. A statement regarding the anticipated effect on clinical placements for students currently enrolled in an Arizona-approved nursing programs.

D. The Board may require a nursing program approved under this Section to file periodic reports for the purpose of data collection or to determine compliance with the provisions of this Article. A program shall submit a report to the Board within 30 days of the date on a written request from the Board or by the due date stated in the request if the due date is after the normal 30-day period.

E. The Board shall approve an application to conduct clinical instruction in Arizona that meets the requirements in A.R.S. Title 32, Chapter 15 and this Chapter, and is in the best interest of the public. An applicant who is denied approval to conduct clinical instruction in Arizona may request a hearing by filing a written request with the Board within 30 days of service of the Board's order denying the application for approval. Hearings shall be conducted in accordance with A.R.S. Title 41, Chapter 6, Article 10 and 4 A.A.C. 19, Article 6.

F. The Board may rescind an approval held by an out-of-state nursing program to conduct clinical instruction in Arizona, in accordance with R4-19-211.

Historical Note

New Section made by final rulemaking at 11 A.A.R. 451, effective March 7, 2005 (Supp. 05-

Oregon Standards for Approval: Nursing Faculty  
851-021-0045

- (1) The faculty shall include a sufficient number of qualified nurse educators and nurse educator associates to meet the identified learning outcomes of the nursing education program.
- (2) The nurse administrator and each nurse faculty member shall hold a current, unencumbered license to practice as a registered nurse in Oregon and be academically and experientially qualified for the position to which she/he is appointed.
- (3) Faculty teaching in clinical settings shall also hold a registered nurse license to practice and meet requirements in the state in which the clinical experience is occurring.



**Standards for Out-of-State Student Clinical Experience in Oregon  
851-021-0090**

- (1) Out-of-State Nursing Programs who seek to routinely send groups of students for clinical experience in Oregon
  - (a) The program shall petition the Board for approval to provide clinical experience in Oregon. The petition shall include:
    - (A) Justification or rationale for use of Oregon facilities including description of clinical sites and experiences and the provisions that will be used for client/student safety;
    - (B) Documentation of home board approval including time frame and any recommendations that are outstanding;
    - (C) Regional and/or national accreditation status of school;
    - (D) List of all faculty members with academic and licensure credentials;
    - (E) Evidence that faculty providing direct clinical supervision meet standards as established in OAR 851-021-0045(2, 6, 7);
    - (F) NCLEX pass rate, number of candidates and number passing for the past two years ending on the most recent September 30;
    - (G) Proof of approval by the Oregon Office of Degree Authorization;
  - and
  - (b) The program shall provide an annual report on a form supplied by the Board to include at least the following information:
    - (A) Curriculum change that affects the use of Oregon facilities for clinical experience;
    - (B) Any change in provisions for client/student safety;
    - (C) List of all faculty members with academic and licensure credentials;
    - (D) Any change in approval/ accreditation status during the annum;
    - (E) Copy of progress reports (if any) to the home board during the annum;
    - (F) NCLEX pass rate, number of candidates and number passing for the year ending September 30.
  - (c) The OSBN may conduct a complete visit to the program of nursing to determine its eligibility for approval at any time, or may accept all or part of the survey and findings on approval from the home state.
- (2) Nursing programs with faculty and facilities located in Oregon and approved by another state as of April 1, 1998
  - (a) The program shall meet the reporting requirements established in OAR 851-021-0025 for Oregon approved nursing programs.
  - (b) In addition, the program shall:
    - (A) Report any change in approval/accreditation status within 30 days of such change;
    - (B) Submit a copy of progress reports (if any) to the home board;
  - and
  - (C) annually submit the NCLEX pass rate, number of candidates and number passing for the year ending September 30; and
  - (D) Demonstrate attainment of OSBN standards for approval through OSBN participation in the regular survey visit conducted by the home board;
  - (E) Report any change in Office of Degree Authorization approval status of the program.

Attachment 2A

- (c) The OSBN may conduct a complete visit to the program to determine its eligibility for approval at any time, or may accept all or part of the survey and findings on approval from the home state.
- (3) Nursing programs that do not regularly send clinical sections to Oregon sites, and that seek to place an individual student for precepted experience
  - (a) The program shall petition the Board for approval to provide clinical experience in Oregon. The petition shall include:
    - (A) Justification or rationale for use of Oregon facilities including description of clinical sites and experiences and the provisions that will be used for client/student safety;
    - (B) Documentation of home board approval including time frame and any currently outstanding recommendations;
    - (C) Regional and/or national accreditation status of school;
    - (D) Name and credentials of the contact faculty member;
    - (E) Name and credentials of a contact person within the Oregon clinical facility;
    - (F) Evidence that faculty providing clinical supervision meet standards as established in OAR 851-021-0045(2, 6, 7);
    - (G) Proof of approval by the Office of Degree Authorization; and
  - (b) The program shall have a written contract with the Oregon clinical facility including but not limited to:
    - (A) Learning objectives to guide the student experience;
    - (B) Provisions for client/student safety;
    - (C) Faculty member of record with provision for availability;
    - (D) Qualifications for selection of preceptor(s);
    - (E) Provision that the agency may unilaterally nullify the contract in the event of issues with client safety.

**Instructions for Submitting an  
Application to Establish a Nursing Education Program**

Application for Board approval for nursing programs who conduct only the clinical portion of their program in Nevada."

Submitting the application to the education consultant according to these instructions is a preliminary step in the process. It should be submitted at least 90 days before you wish to have your application reviewed at a regularly scheduled Board meeting. There is no guaranteed time frame for obtaining approval. Please provide an index/table of contents at the beginning of your application and number the pages sequentially.

Your application must include, at a minimum, these sections and contents:

**1. Title page**

- A. Program Name
- B. Program Type
- C. Parent Institution
- D. Address
- E. Telephone, Fax, Email
- F. Nursing Program Administrator
- G. Parent Institution Administrator

**2. Description and short history of the program and parent institution**

- A. Previous 2 years of NCLEX scores from NCSBN website
- B. Current accreditation of program with NLN /CCNE

**3. Statement of Intent (NAC 632.605)**

- A. Organizational chart of Nursing program
- B. Evidence of budgetary support
- C. The projected Nevada enrollment
- D. Evidence that a sufficient number of qualified members of the faculty are available to conduct the program, including a list that contains, for each faculty member:
  - i. Name
  - ii. Position title
  - iii. Faculty appointment date
  - iv. Full-time or part-time appointment
  - v. Nevada RN license number and expiration date
  - vi. All degrees held
  - vii. Area(s) of clinical expertise
  - viii. Course title(s) and numbers faculty will teach
  - ix. Anticipated workload for nursing faculty:
    - a. Classroom
    - b. Clinical/lab
    - c. Office hours (clock hours/week)
    - d. Advising (clock hours/week)
    - e. Committees
    - f. Other
  - x. Anticipated teaching load per week for the following (include formula for determining teaching load, if applicable):

- a. Department of nursing chair/coordinator
- b. Department of nursing faculty
- c. Anticipated faculty-student ratio for the following:
  - i. Classroom
  - ii. Clinical lab
  - iii. Clinical experience
- E. Anticipated student enrollment for first class
- F. The resources available at the site of the program
- G. The proposed schedule for beginning the program

#### **4. Resources and facilities (NAC 632.645)**

- A. Evidence of sufficient resources and facilities to prepare the students in accordance with the philosophy and objectives of the program and the policies of the institution offering the program.
- B. [Description of how clinical lab skills will be taught and facilities that will be used for this.](#) clinical facilities sufficient to achieve the objectives of the program. Include written criteria for the selection of those facilities and a list of available clinical facilities within the geographic area, noting facility type, size, number of beds, and type of patients.
- C. Written contractual agreements entered into by the administrator of the program and all agencies and institutions that provide educational experiences for students of that program.
- D. A statement that addresses how your program will ensure adequate clinical placement availability for your students.

#### **5. Allocation of money for program (NAC 632.650)**

- A. Evidence that a sufficient amount of money is allocated to [Clinical](#) program of nursing for members of the faculty, other necessary personnel, equipment, supplies and services.
- B. Name and title of person who administers budget
- C. Cost (or projected cost) to students (per student, per year, and/or total fee for total program)
- D. Cost (or projected cost) to the program (per student, per year, and/or cost for total program for each student)

#### **6. Qualified administrator (NAC 632.655 and 632.660)**

- A. Evidence that a qualified administrator will be at the site of a program of nursing offered by a university or college before the first class is admitted to the program (include a copy of administrator's curriculum vitae).
- B. Evidence that each administrator of a program of nursing is:
  - i. Licensed to practice as a registered nurse in this State; and
  - ii. Has at least 5 years of experience as a registered nurse, 2 of which must be teaching in an accredited program of nursing.
- C. Evidence that the administrator of a program of nursing which grants a bachelor's degree in nursing has a master's degree with a major in nursing and a doctorate degree in nursing or a related field from an accredited school.
- D. Evidence that the administrator of a program of nursing which grants an associate degree in nursing has at least a master's degree in nursing from an accredited school.
- E. Evidence that the administrator of a program of practical nursing has at least a master's degree in nursing from an accredited school.

#### **7. Curriculum and awarding of credits (NAC 632.685)**

- A. Evidence the [clinical](#) curriculum of a program of nursing (**insert a copy of the program's curriculum**)

- i. Reflects the philosophy and objectives of the program; and
  - ii. Is based on a rationale that ensures sufficient preparation for the safe and effective practice of nursing.
- B. Evidence that credits for courses will be awarded appropriately.

## **8. Requirements for instruction; records of evaluation of curriculum (NAC 632.690)**

- A. Evidence that the program of nursing which educates practical nurses includes instruction in the following areas of nursing:
- i. Care provided to persons who require surgery;
  - ii. Care provided to persons who do not require surgery;
  - iii. Maternal and child health; and
  - iv. Mental health.
- B. Evidence that a program of nursing which educates registered nurses includes instruction relating to:
- i. Basic principles of biology, psychology and sociology; and
  - ii. The theory and practice of nursing, including, without limitation, the attainment, intervention and maintenance of physical and mental health and the prevention of illness for persons and groups of persons.

C. Evidence that courses relating to theory and clinical experience are taught in a concurrent or sequential manner.

## **9. Accreditation (NAC 632.430 and 632.440)**

- A. Evidence that a school of professional or practical nursing in this state is an accredited school of nursing, or an approved school of nursing in the process of obtaining accreditation
- i. Name of national accreditation organization (note if current or planned)
  - ii. Period of accreditation (or when application will be made)
  - iii. Type of accreditation
  - iv. Accreditation of parent institution (include organization name, period, and type of accreditation)

## **Appendix**

College catalogue

Nursing student handbook

**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM:** 10.5.3

**DATE:** October 16, 2008

**ACTION REQUESTED:** Information Only: NCLEX Update

**REQUESTED BY:** Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson  
Education/Licensing Committee

**BACKGROUND:** Report will be provided at the meeting.

**NEXT STEP:** Continue to Monitor Results

**FINANCIAL  
IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Katie Daugherty, MN, RN  
(916)574-7685

## Agenda Item Summary

**PERSON(S) TO CONTACT:** Katie Daugherty, MN, RN  
(916) 574-7685